

URBAN/MUNICIPAL

CA 4 ONHBL W26
95 S 97 pt. 3

PLEASE RETURN THIS ITEM
TO THE INFORMATION UNIT
AFTER USING IT

SYSTEM AND SCHOOL SUMMARIES OF GRADE 3
AND GRADE 6 STUDENTS' RESULTS ON THE
CANADIAN ACHIEVEMENT TESTS (2ND EDITION),
1994-95.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

PRINCE PHILIP SCHOOL

Canadian Achievement Tests (2nd Edition)

Grade 3 (1994)

Prince Philip Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Prince Philip is a small junior school serving 266 pupils. The school population is made up of boys and girls from a variety of housing styles - individual houses and apartments. The student population is 90% stationary. The mobile parents are often connected with studies at McMaster University. The community has high expectations for their boys and girls and for the most part are very involved in their education.

PARTICIPANTS

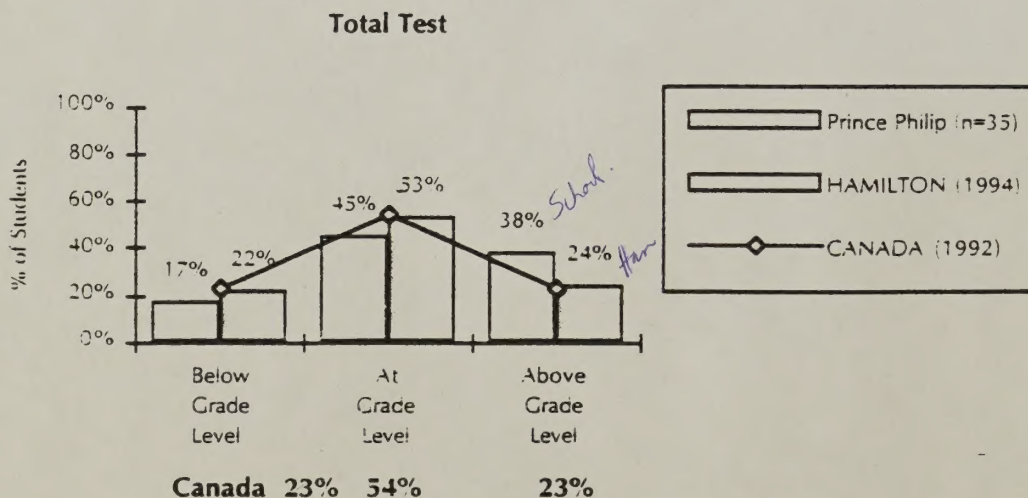
Number of students ENROLLED in Grade 3 35

Number of students for whom part or all of the test was INVALID*: <u>0</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>35</u>
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General Comments on students and the testing process:

The principal did the testing - conditions were as consistent as possible
- distractions and interruptions kept to a minimum

GRADE 3 TEST RESULTS



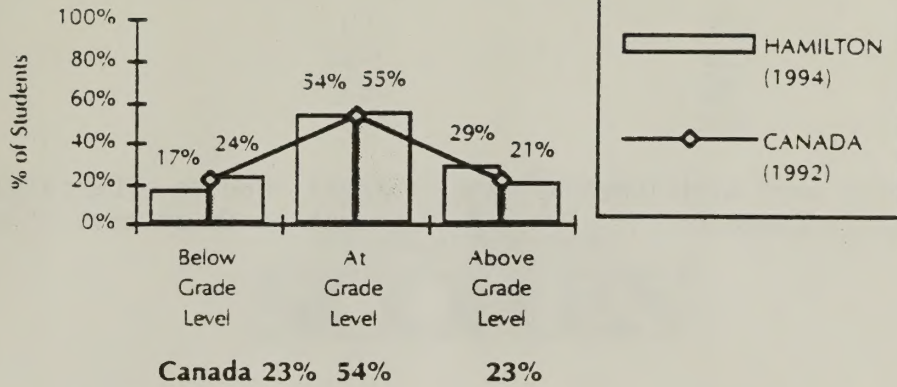
Summary Statement:

At Prince Philip 38% of our grade 3 students scored above grade level on the total test compared to 24% across Hamilton and 23% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

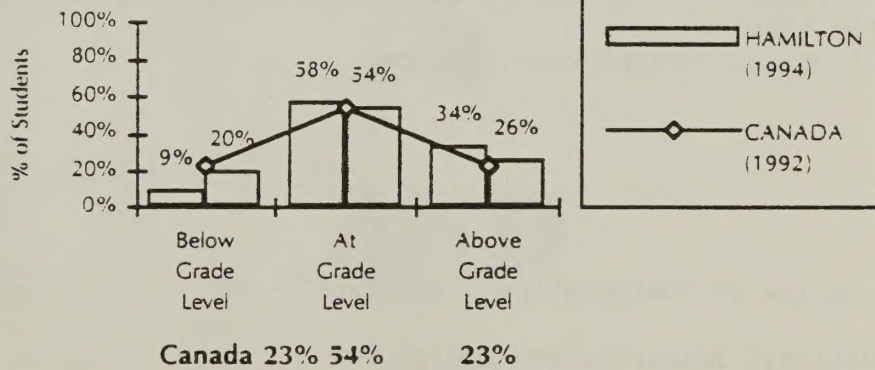
GRADE 3 TEST RESULTS

Reading Total



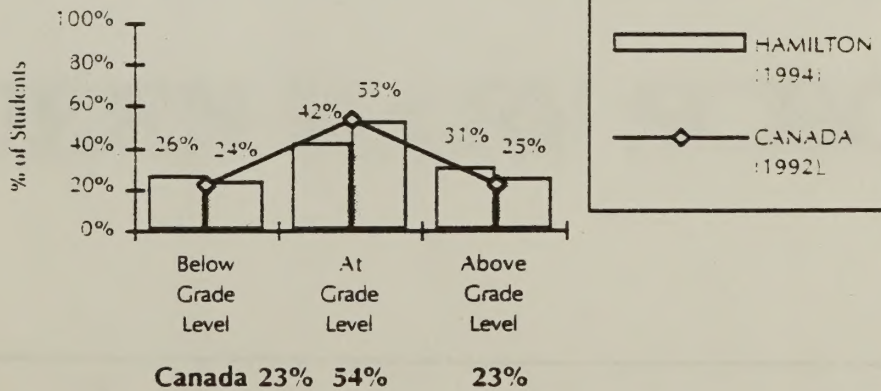
Summary Statement: 29% scored above grade level compared to 21% across Hamilton and 23% nationally

Language Total



Summary Statement: 34% scored above grade level compared to 26% across Hamilton and 23% nationally

Mathematics Total



Summary Statement: 31% scored above grade level compared to 25% across Hamilton and 23% nationally

School Interpretation: Results in Context

Test Results for Prince Philip

TEST	BELOW GRADE LEVEL	AT GRADE LEVEL	ABOVE GRADE LEVEL
general	17%	45%	38%
reading	17%	54%	29%
language	9%	58%	34%
mathematics	26%	42%	31%

Test results compare well with Hamilton and national results. Certainly the Growing Into Language Component is working. Mathematics is an area of examination.

School Planning Response

• Area(s) of Focus:

Mathematics - numeration, data interpretation, measurement, logical reasoning and multiplication
Word Analysis/Spelling - consonant/vowel sounds

• Process:

Timeline

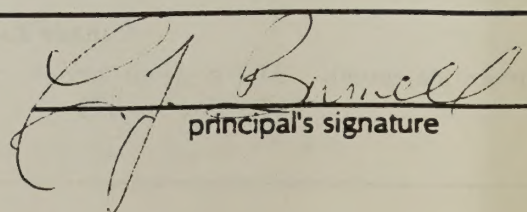
An in school view/review of "Mathematics-Elementary" - by primary team
Examination of additional resources and topics for possible inclusion
Also an in school view/review by primary team of word analysis in Growing Into Language and Spelling Sense
Junior team will examine results of Grade 6 testing (when available) with a view towards modification at Grade 4/5 levels

Sept. '95 on-going

Sept. '95 on-going

Fall '95

May 5/95
date


principal's signature

**C.A.T.
SCORES**

GRADES

3

AND

6

QUEEN MARY SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Queen Mary Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- JK - 8 School
- Compensatory Education Programming
- Physical school building in transition (2 temporary sites)
- Lloyd George School sends pupils to Gr. 6,7,8 at Queen Mary
- Five self contained special education programs at the school
- 68 exceptional pupils in the school

PARTICIPANTS

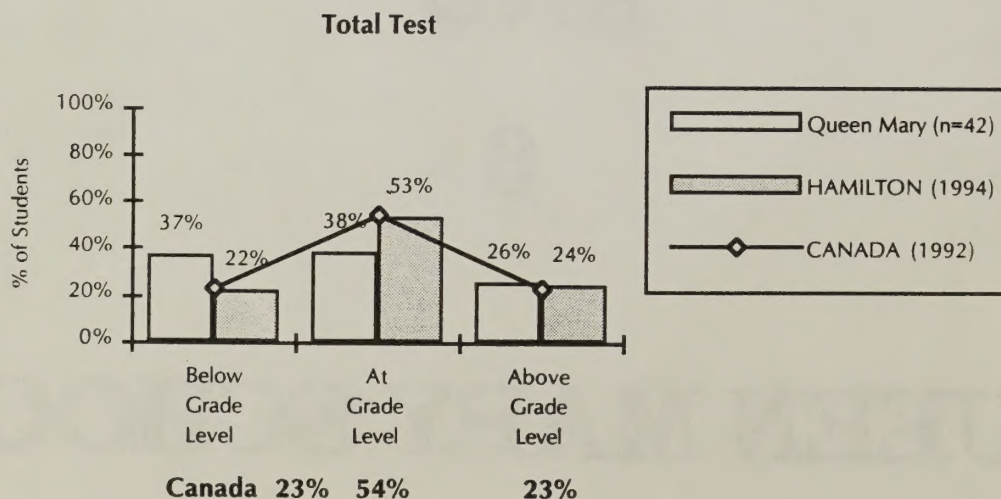
Number of students ENROLLED in Grade 3 49

Number of students for whom part or all of the test was INVALID*: 3	Number of students ABSENT for part or all of test: 4	Number of students COMPLETING entire test: 42
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General Comments on students and the testing process:

- exceptional students included in testing
- teacher administered test with LRT assistance
- construction on going during testing process

GRADE 3 TEST RESULTS



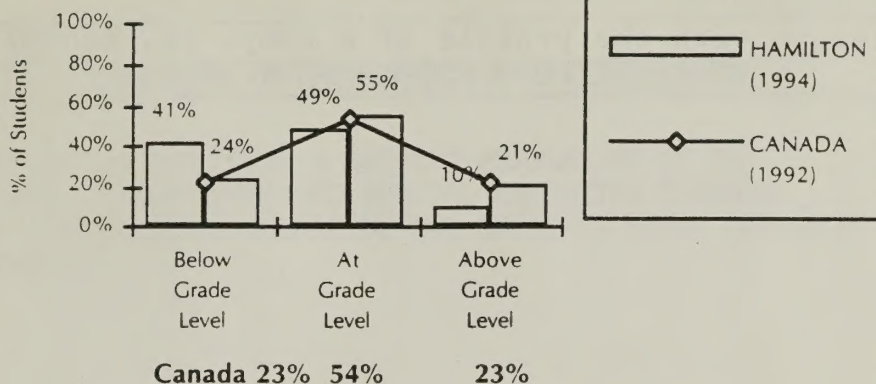
Summary Statement:

In our school 64% of our grade 3 students scored at or above grade level in the total test

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

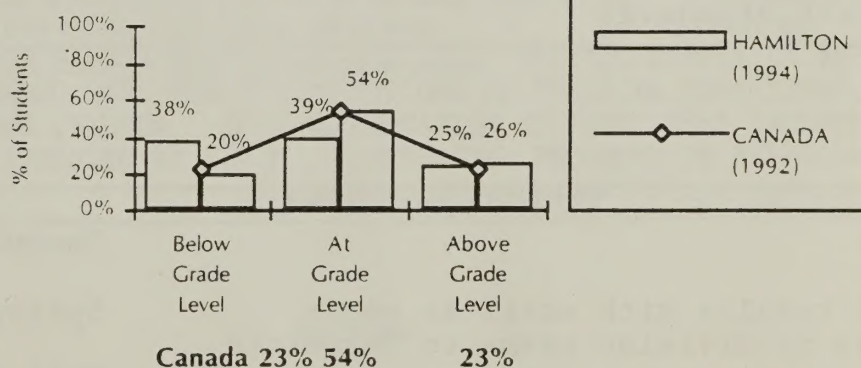
GRADE 3 TEST RESULTS

Reading Total



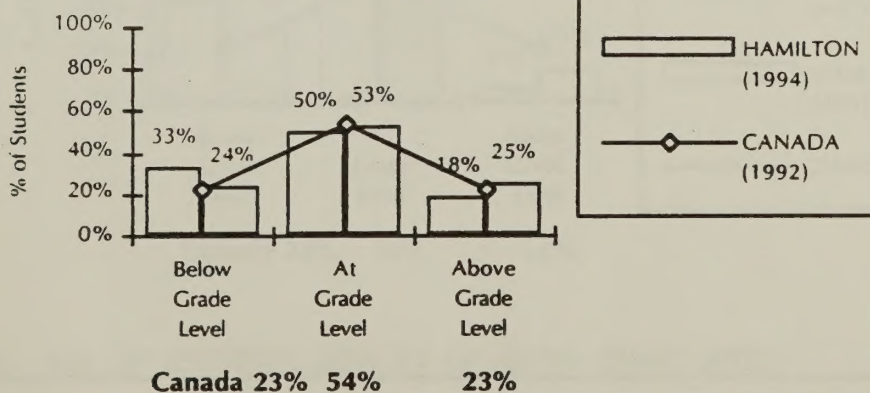
Summary Statement: in our school 59% of our gr. 3 students scored at or above grade level in reading.

Language Total



Summary Statement: in our school 64% of the gr. 3 pupils scored at or above grade level.

Mathematics Total



Summary Statement: in our school 68% of the gr. 3 pupils scored at or above grade level.

School Interpretation: Results in Context

- Spelling not included in results
- 14% of students were not included in total results due to absence for 1 or more subtests
- results consistent with the profile of a comp. ed. school

School Planning Response

• Area(s) of Focus:

- Language and math standards
- student tracking

• Process:

- Review and analyze results with staff as whole
- Results of analysis to division teams to formulate action plans
- On going inservice as required
- Measurement of results

Timeline

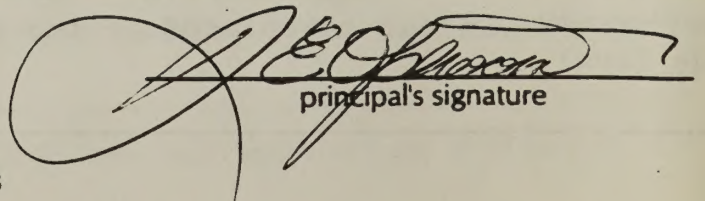
Spring 1995

Fall 1995

On going

On going

May 3/95
date


principal's signature

**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95.**

Queen Mary Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- COMPENSATORY JK-8 SCHOOL WITH A STUDENT POPULATION OF 583
- SCHOOL PROVIDES 5 SELF-CONTAINED SPECIAL EDUCATION CLASSES
- SCHOOL UNDER CONSTRUCTION REQUIRING TWO SEPARATE SITES DURING A 2 YEAR TRANSITION PHASE

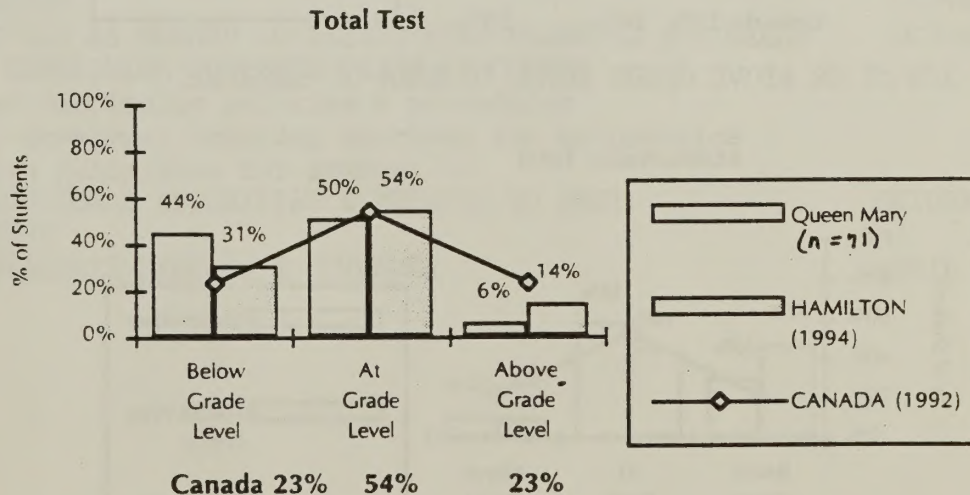
PARTICIPANTS

Number of students ENROLLED in Grade 6 67

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 4	Number of students COMPLETING entire test: 71
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General Comments on students and the testing process: TESTING COMPLETED IN A CLASSROOM LOCATED IN BRIARWOOD SITE DUE TO LIMITATIONS OF PHYSICAL CONDITIONS. ADMINISTERED BY GR. 6 CLASSROOM TEACHER. SPECIAL EDUCATION STUDENTS WERE INCLUDED INTO PARTS OF THE TESTING. - ASSISTED BY L.R.T. - INSERVICE PROVIDED BY RESEARCH DEPT. & L.R.T.

GRADE 6 TEST RESULTS

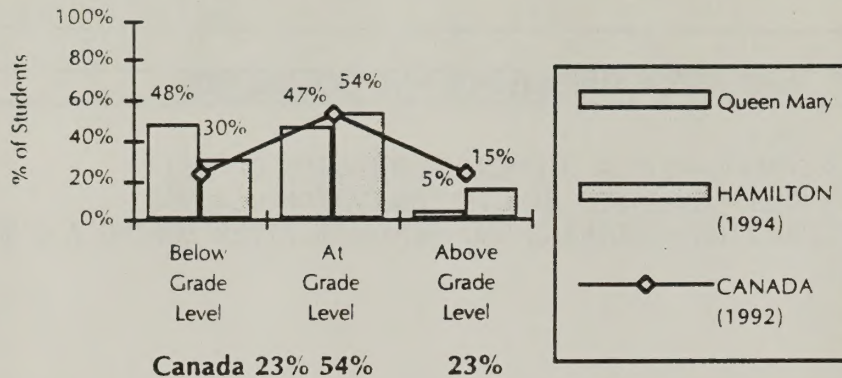


Summary Statement: 56% OF STUDENTS WERE AT OR ABOVE GRADE LEVEL

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

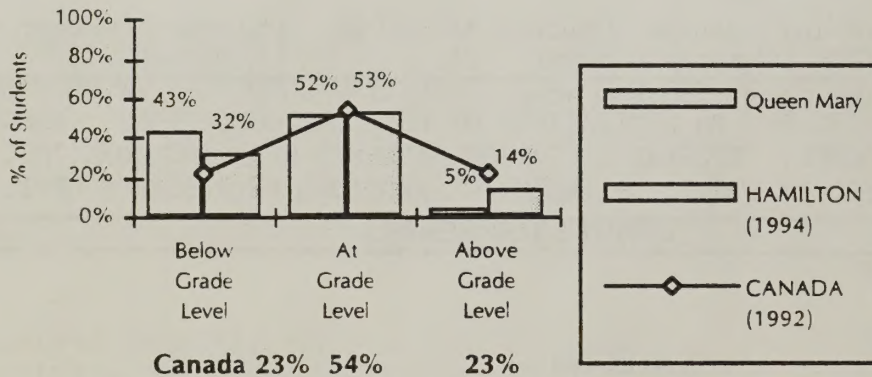
GRADE 6 TEST RESULTS

Reading Total



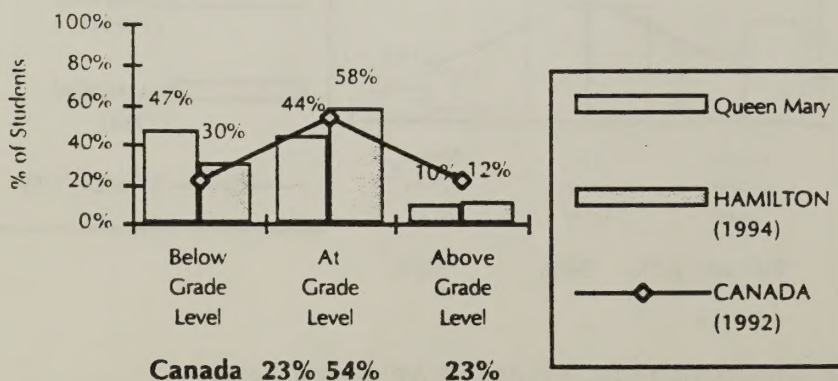
Summary Statement: 52% OF STUDENTS READING AT OR ABOVE GRADE LEVEL

Language Total



Summary Statement: 57% AT OR ABOVE GRADE LEVEL IN AREA OF LANGUAGE

Mathematics Total



Summary Statement: 54% OF STUDENTS AT OR ABOVE GRADE LEVEL IN MATHEMATICS

School Interpretation: Results in Context

- RESULTS ARE INCLUSIVE OF SPECIAL EDUCATION STUDENTS
- SPELLING RESULTS NOT INCLUDED
- 5% OF STUDENTS WERE NOT INCLUDED IN RESULTS DUE TO ABSENCE OF ONE OR MORE SUBTESTS
- RESULTS ARE CONSISTENT WITH PROFILE OF COMPENSATORY EDUCATION SCHOOLS

School Planning Response

• Area(s) of Focus:

COMMON CURRICULUM
LANGUAGE & MATH STANDARDS

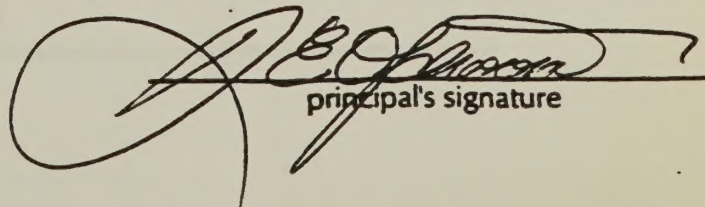
Process:

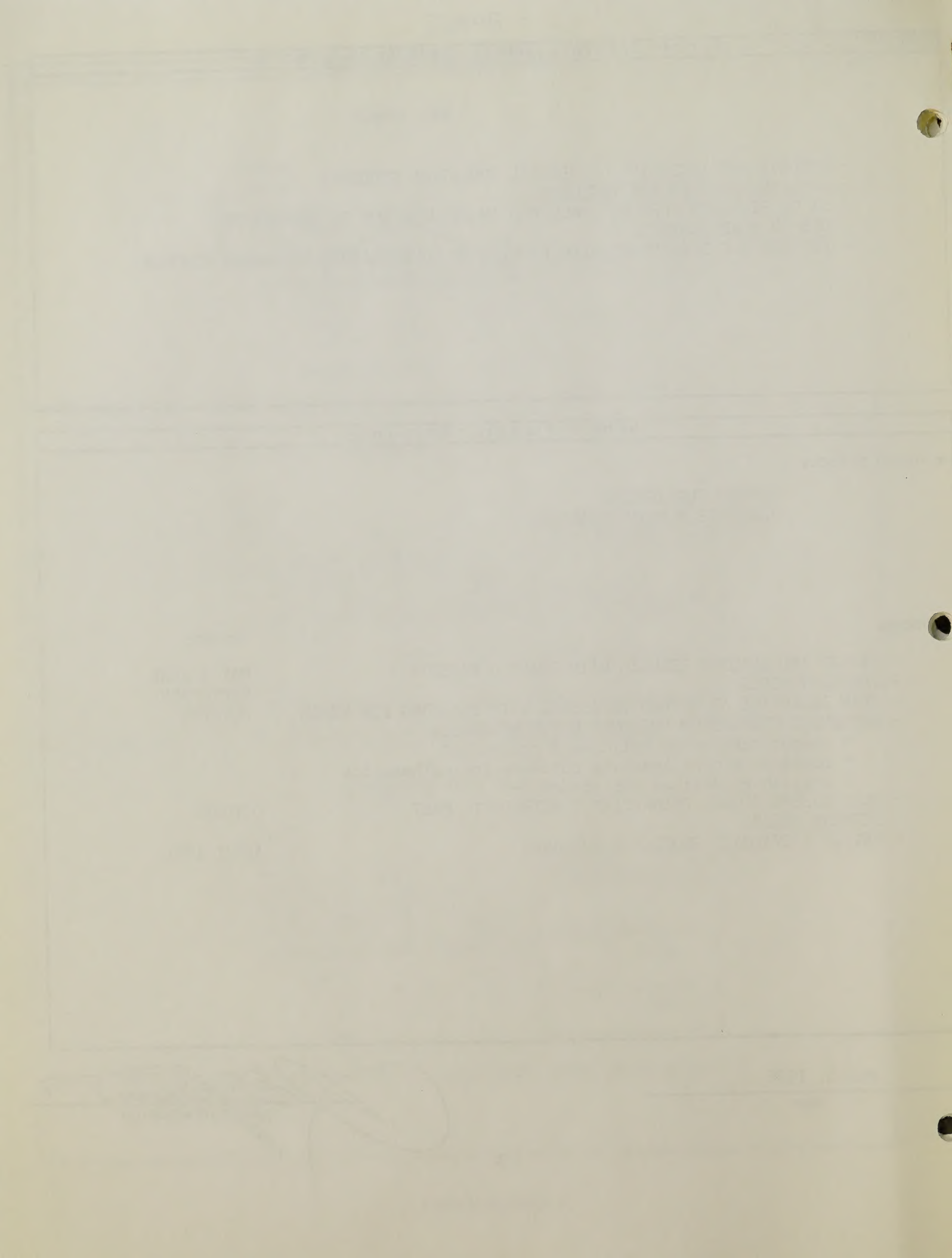
Timeline

- | | |
|---|------------|
| - REVIEW AND ANALYSE RESULTS WITH STAFF & PARENTS | MAY & JUNE |
| - IDENTIFY NEEDS | SEPTEMBER |
| - PLAN INSERVICE AS NEEDED TO ASSIST WITH PLANNING FOR NEEDS | OCTOBER |
| - DETERMINE CURRICULUM OUTCOMES USING RESOURCES | |
| * common curriculum policies & procedures | |
| * board developed learning outcomes for mathematics | |
| * english guidelines for grades 7-9 | |
| - PLAN INSTRUCTIONAL PRIORITIES & METHODS TO MEET STUDENT NEEDS | OCTOBER |
| - REVIEW & EVALUATE PROCESS & OUTCOMES | APRIL 1996 |

MAY 5, 1995

date

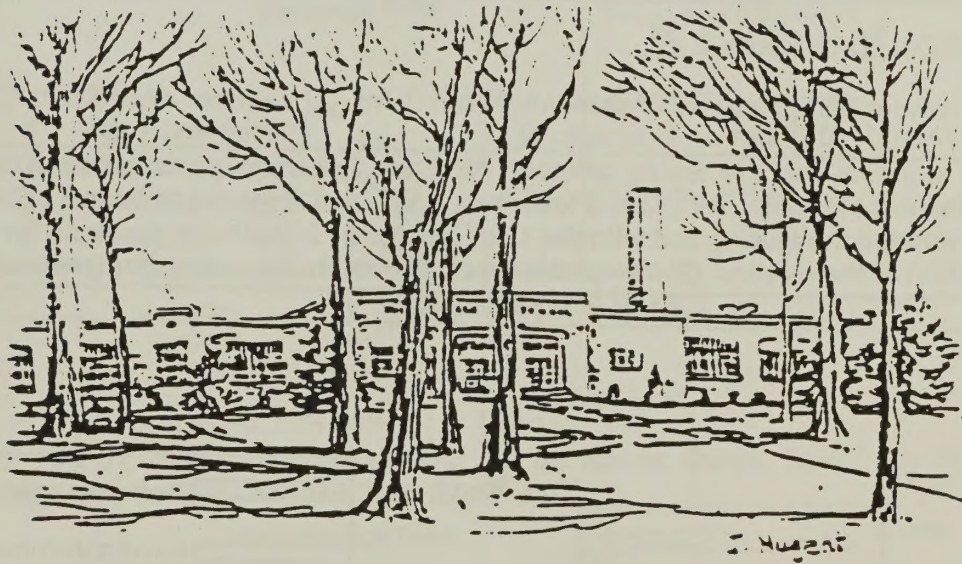

principal's signature



QUEENSDALE ELEMENTARY SCHOOL

67 QUEENSDALE AVENUE EAST

HAMILTON, ONTARIO L9A 1K4



CANADIAN ACHIEVEMENT TEST RESULTS

GRADE 3

1994-95

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Queensdale Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- . homogeneous, stable community, middle income families.
- . central mountain, older single family owned homes.
- . active community involvement - volunteer program, Home and School Association (1 year old), supportive families of the school, staff, programs, students.
- . established Deaf and Hard of Hearing Programs (for approximately 28 years), for Pre-School, J.K./S.K., Primary and Junior children.
- . Inclusion Policy for all exceptional students developed and implemented by the staff 1994-1995.

PARTICIPANTS

Number of students ENROLLED in Grade 3 34

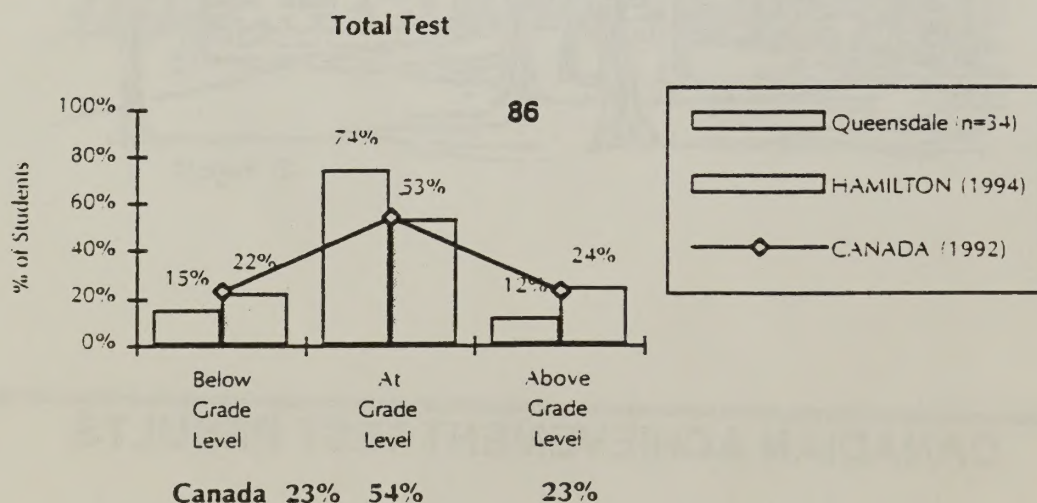
Number of students for whom part or all of the test was INVALID*: 0

Number of students ABSENT for part or all of test: 0

Number of students COMPLETING entire test: 34

General Comments on students and the testing process: **All grade 3 students participated including the grade 3 Deaf and Hard of Hearing students. All grade 3 teachers, L.R.T. and Principal attended 2 C.A.T. Inservices. The Principal co-ordinated the testing and with the L.R.T. designed 2 inservice sessions for the teachers on the: (1) Administration of the test and (2) Interpretation of the results for parent conferences and information.**

GRADE 3 TEST RESULTS

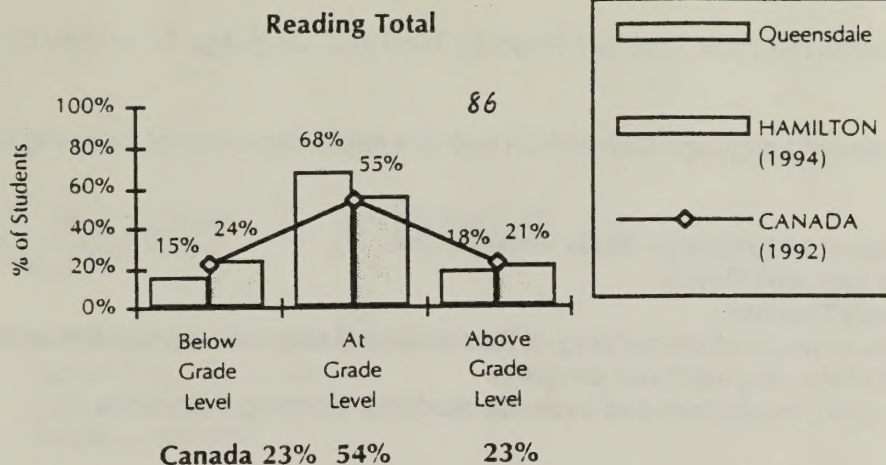


Summary Statement:

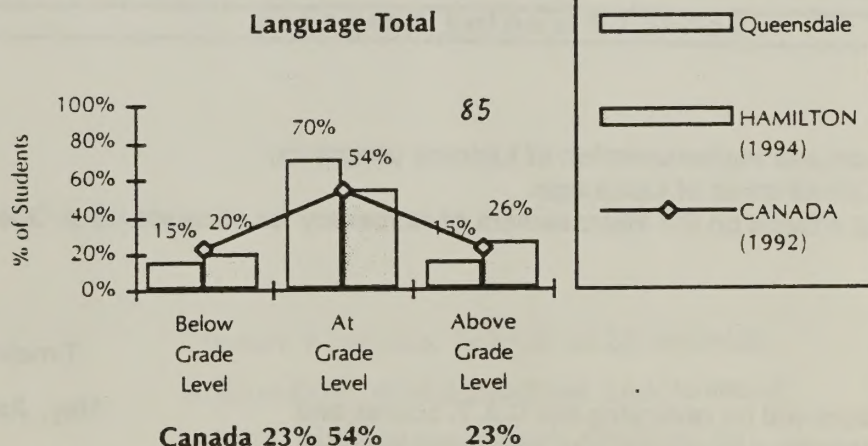
In our school, 86% of our grade 3 students scored At or Above Grade Level on the Total Test results compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

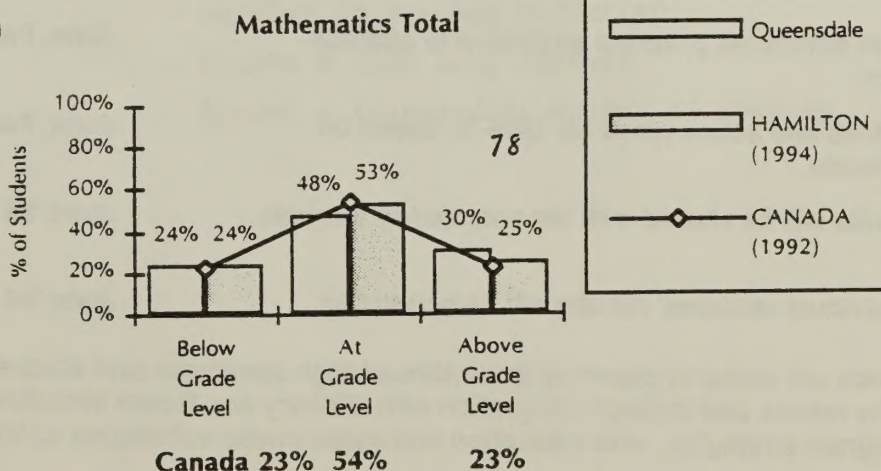
GRADE 3 TEST RESULTS



Summary Statement: 86% of our students scored At or Above Grade Level on the Reading Total results compared to 76% across Hamilton and 77% nationally.



Summary Statement: 85% of our students scored At or Above Grade Level on the Language Total results compared to 80% across Hamilton and 77% nationally.



Summary Statement: 78% of our students scored At or Above Grade Level on the Mathematics Total results compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The positive results achieved in the Total Test, the Reading Total and Language Total may be attributed to the following:

- A. a strong emphasis on Board Language Curriculum with the implementation of Growing Into Language and Spelling Sense.
- B. a focus on the development of Language Skills through:
 - . an Integration and Inclusion Policy.
 - . a Learning Resource Teacher.
 - . the effective programming and timetabling of Educational Assistants across the school.
 - . the Deaf and Hard of Hearing staff and program.
 - . teaming of staff to plan, implement and evaluate students' learning outcomes.

School Planning Response

• Area(s) of Focus:

Continue the strong emphasis and implementation of Literacy programs.

Continue resource support for all areas of Language.

Develop a plan of action and a focus on the improvement of Numeracy for all students at Queensdale.

• Process:

Timeline

The staff at Queensdale School will be reviewing the C.A.T. scores and through a representative committee develop a plan which will include:

May, June, Fall '95

. a celebration of our positive results in Mathematics and all areas of Language

May, June, '95

. an analysis of the Scores to determine program strategies to address individual and group needs.

June, Fall '95

. the formulation of committees and action plans for 1995-96 based on our analysis of students' needs.

June, Fall '95

. communication of our results will be shared with the community through the school newsletter.

June '95

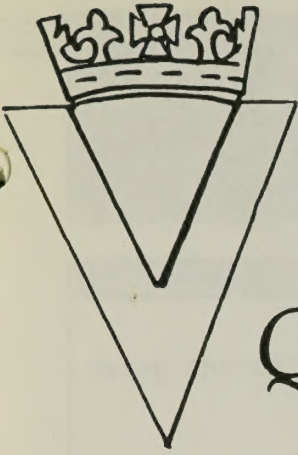
. parent conferences for individual students' results will be conducted.

June '95

The C.A.T information results will assist in planning for continued high standards and student improvement. We will need to examine the results and through integration with Ministry and Board initiatives in Literacy and Numeracy, design program strategies, and evaluation and assessment techniques to improve student learning.

May 5 1995
date /

Barbara Jepson
principal's signature



Queen Victoria

201 Walnut Street South
Hamilton, Ontario
L8N 2M2
Telephone 522-9347

Queen Victoria School will provide
a *positive child centred* environment
that will enable each student to:

- develop to his/her potential
- become a life long learner
- become a responsible member of society

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Queen Victoria Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Queen Victoria is a downtown school in the centre of the city. A parent group and a caring community provide support to the school.

PARTICIPANTS

Number of students ENROLLED in Grade 3 ____ 29

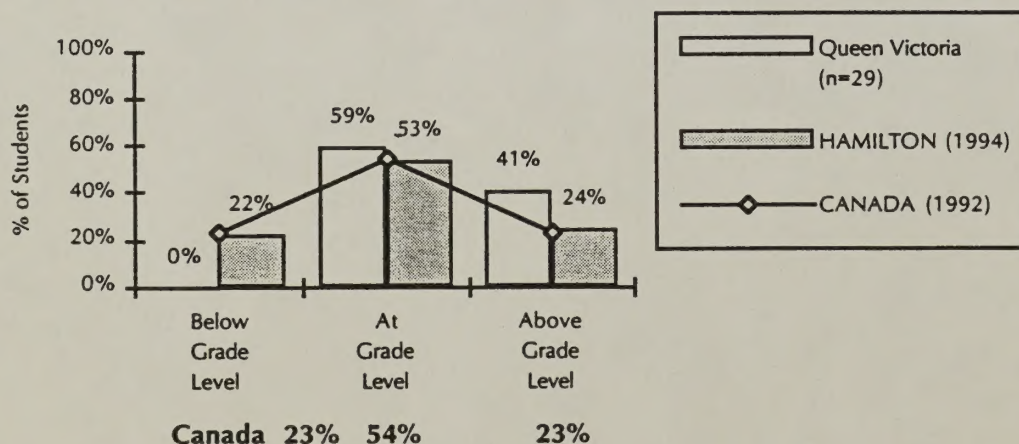
Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test:	Number of students COMPLETING entire test: 29
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General Comments on students and the testing process:

Test is administered by the principal to small groups of students.

GRADE 3 TEST RESULTS

Total Test

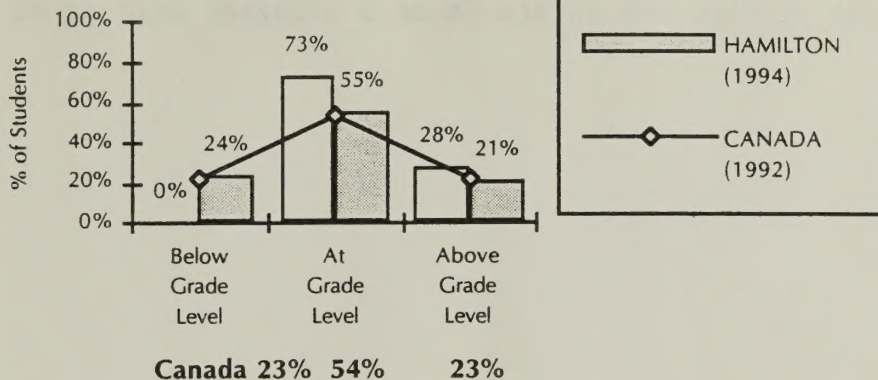


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

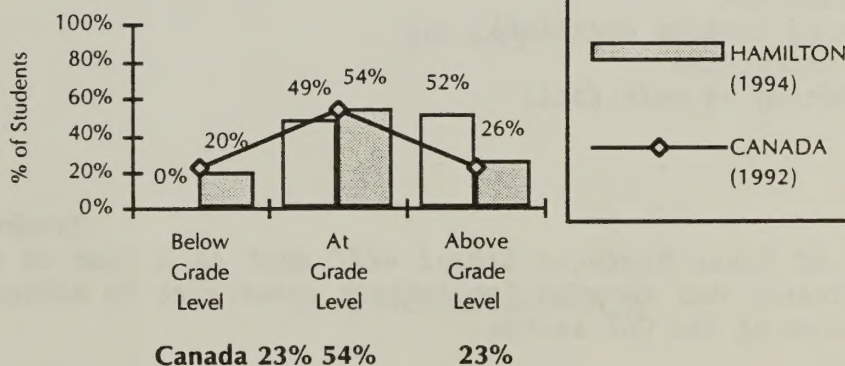
GRADE 3 TEST RESULTS

Reading Total



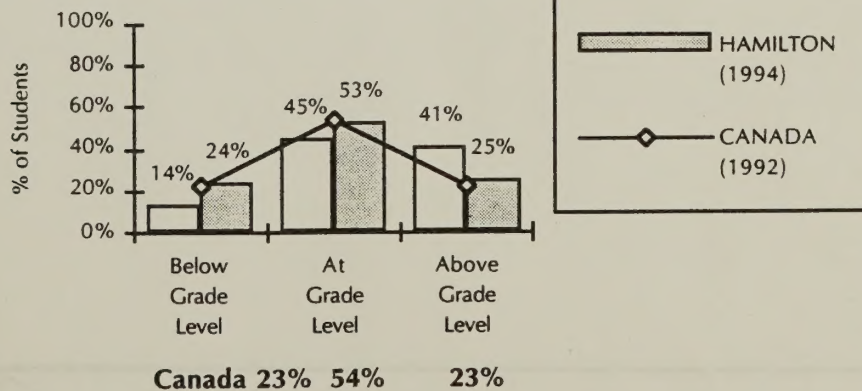
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

Queen Victoria Grade 3 students did well in the language part of the test. All of the students tested were at grade level or above.

In the mathematics section 86% of all Grade 3 students were at or above grade level.

School Planning Response

• Area(s) of Focus:

- small group instruction
- a wide selection of reading materials
- problem solving activities
- constant re-inforcing of math facts

• Process:

Timeline

The primary staff at Queen Victoria School will meet as a team in early May to celebrate our successes and to plan for further strategies to address the needs indicated by a review of the CAT scores.

The results and strategies will be shared with parents.

May 2nd / 95
date

Margie Randall
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

R. A. RIDDELL SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

R. A. Riddell Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

R. A. Riddell is a JK to 8 school with students coming from many different backgrounds. This range includes low socioeconomic pockets to professional working class groups. Our middle school classes are made up of students from Ryckman's Corners, James MacDonald and R. A. Riddell Schools. Our school has two self-contained special education classes as well as approximately twenty-five exceptional students in regular classes. Of these twenty-five students, five are identified gifted. We have a considerable number of E.S.L. students serviced through an E.S.L. program. Many of our immigrant families have come from the Middle East. 94% of our school population is stationary as compared to 90% of other Hamilton schools.

PARTICIPANTS

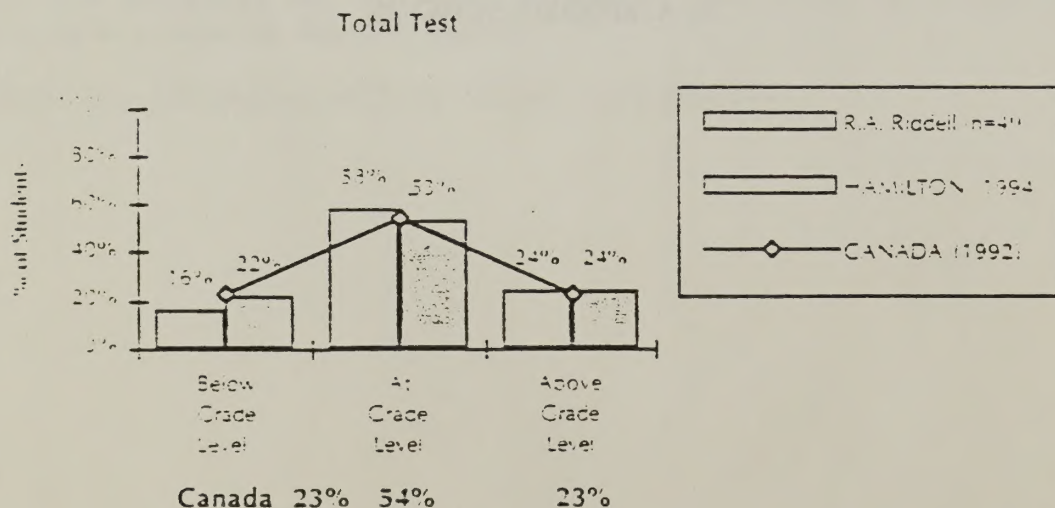
Number of students ENROLLED in Grade 3 58

Number of students for whom part or all of the test was INVALID: 4	Number of students ABSENT for part or all of test: 5	Number of students COMPLETING entire test: 49
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General Comments on students and the testing process:

These tests were administered by the classroom teachers in a specified time period. The LRT inserviced the teachers on the process. E.S.L. students did not take part in the test.

GRADE 3 TEST RESULTS

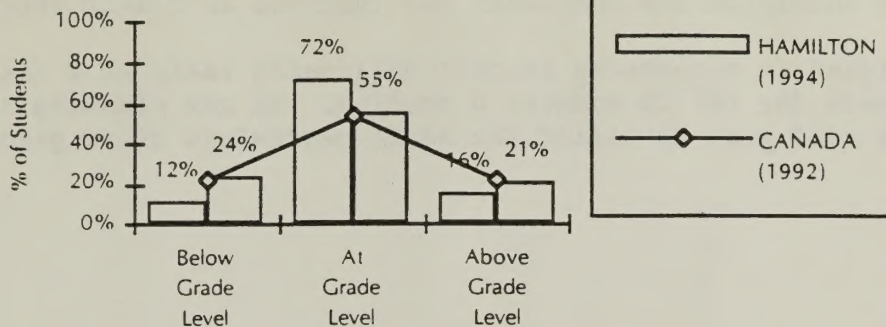


Summary Statement: In total, 82% of our grade threes scored at or above grade level compared to 77% of the students across Hamilton and 77% of students across Canada.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

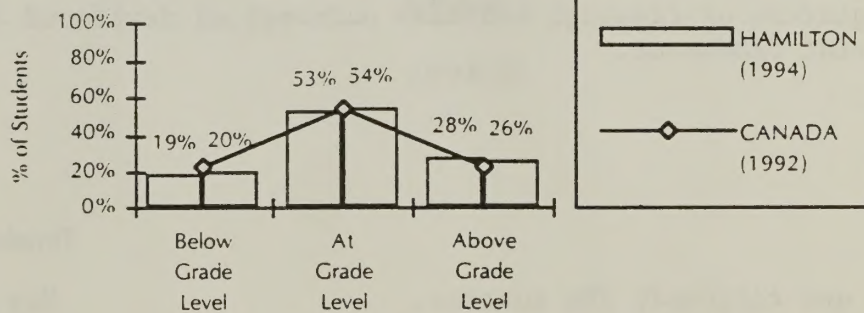
Reading Total



Canada 23% 54% 23%

Summary Statement: In reading, 88% of R. A. Riddell students scored at or above grade level as compared to 76% of Hamilton students and 77% of students across Canada.

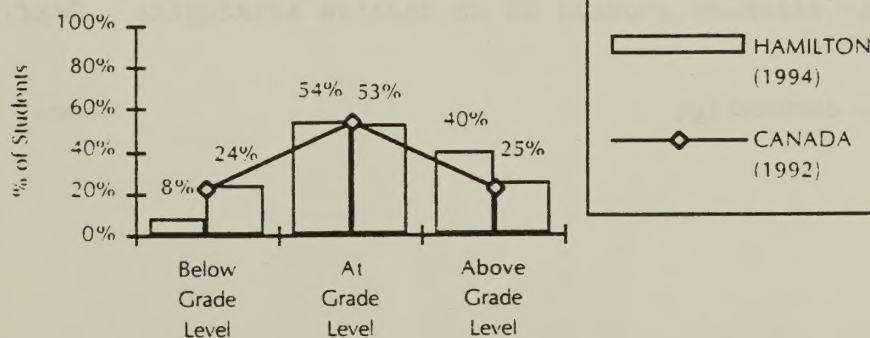
Language Total



Canada 23% 54% 23%

Summary Statement: In language, 81% of R.A. Riddell students scored at or above grade level as compared to 80% of Hamilton students and 77% of students across Canada.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In math, 94% of R. A. Riddell students scored at or above grade level as compared to 78% of Hamilton students and 77% of students across Canada.

School Interpretation: Results in Context

We are pleased with the results of R. A. Riddell students in language and math. The reading results (88% at or above grade level) would suggest that the primary team's focus on reading over the past 3 years has been very worthwhile. Our focus on reading will continue, as well as math. We are very fortunate to work in a community where most of our families value education and work with the teachers to assist their children's success.

Our teachers are diligent in diagnosing student difficulty early in a child's school career and working with the LRT to address a problem. We are planning a "Reading Recovery" program for next year to assist the small percentage below grade level.

School Planning Response

• Area(s) of Focus:

Literacy and the Integration of language and math outcomes as developed in the Common Curriculum and Provincial Standards.

• Process:

Timeline

1. Review the results and celebrate the success.
(Class results have been shared with parents.) May 1995
2. Analyse areas to focus on in the school plan. May 1995
3. a) Identify areas within our focus on literacy to integrate these Sept. 1995
results with Common Curriculum and Provincial Standards.
b) Involve parents in planning process as we develop strategies Sept. 1995
to address outcomes.
4. Communicate plan to community. Nov. 1995

95 05 02

date

G. Pain

principal's signature

Kathryn Bueh

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

R. A. RIDDELL SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 6, 1994-95

R. A. Riddell Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

R. A. Riddell is a JK to 8 school with students coming from many different backgrounds. This range includes low socioeconomic pockets to professional working class groups. Our middle school classes are made up of students from Ryckman's Corners, James MacDonald and R. A. Riddell Schools. Our school has two self-contained special education classes as well as approximately twenty-five exceptional students in regular classes. Of these twenty-five students, five are identified gifted. We have a considerable number of E.S.L. students serviced through an E.S.L. program. Many of our immigrant families have come from the Middle East. 94% of our school population is stationary as compared to 90% of other Hamilton schools.

PARTICIPANTS

Number of students ENROLLED in Grade 6 82

Number of students for whom part or all of the test was INVALID*: <u>1</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>81</u>
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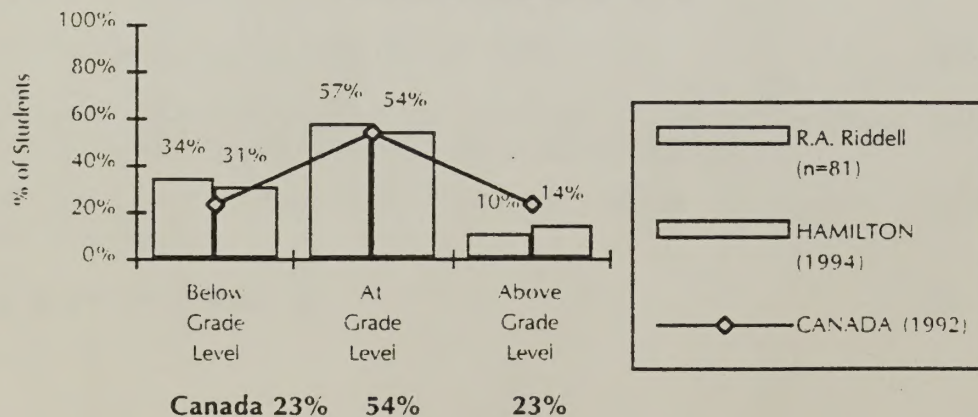
General Comments on students and the testing process:

The tests were given by the core teachers in a specified period of time. The LRT had inserviced the teachers on the process. Exceptional students in the regular class were given the test along with E.S.L. students.

GRADE 6 TEST RESULTS

Teachers met with principal to interpret results and look at program strategies.

Total Test



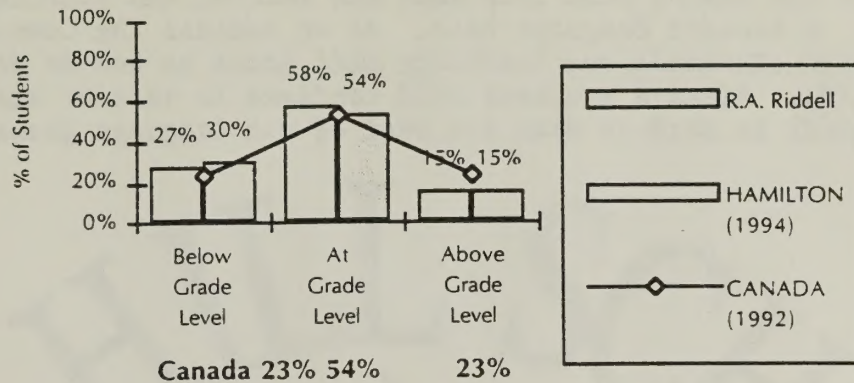
Summary Statement:

On the total test, R.A. Riddell grade 6 students scored 67% at or above grade level as compared to the rest of Hamilton schools which scored 68% at or above the grade level. Grade 6's in Canada scored 77% at or above grade levels.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

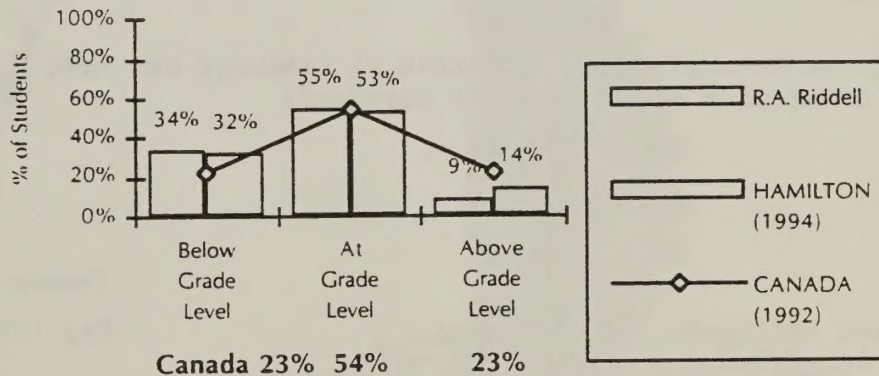
Reading Total



Summary Statement:

73% of R.A. Riddell grade 6 students scored at or above grade level in reading as compared to 69% in other Hamilton schools and 77% in Canada.

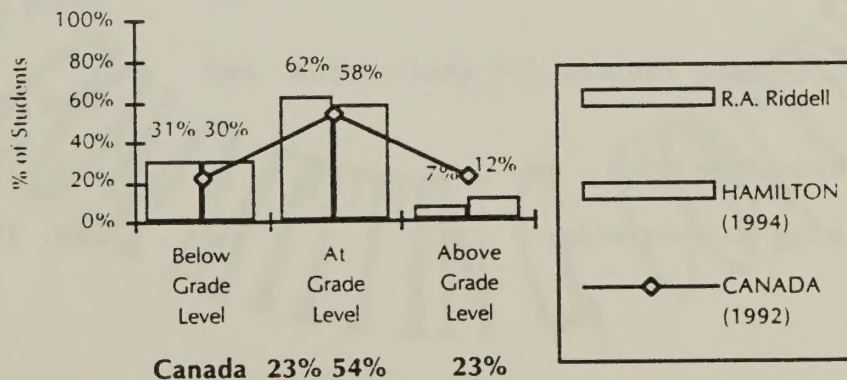
Language Total



Summary Statement:

64% of R.A. Riddell grade 6 students scored at or above grade level in language as compared to 64% in other Hamilton schools and 77% in Canada.

Mathematics Total



Summary Statement:

69% of R. A. Riddell grade 6 students scored at or above grade level in mathematics as compared to 70% in other Hamilton school and 77% in Canada.

School Interpretation: Results in Context

Although R.A.Riddell is slightly above or even with the average for Hamilton schools, as a school we will need to focus on a variety of approaches in both the language and math programs. The focus in our school plan this year was writing and spelling which will now be integrated into a broader language base. As we address the Common Curriculum and the language and math standards, our inservice will focus on how to develop and integrate all language skills. At-risk students will continue to receive resource assistance. The CAT results will be used as data for part of our language focus.

School Planning Response

• Area(s) of Focus:

Develop literacy competence through the Integration of Language and Math Outcomes as directed in the Common Curriculum and Provincial Standards.

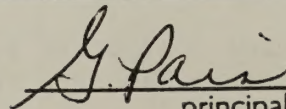
• Process:

Timeline

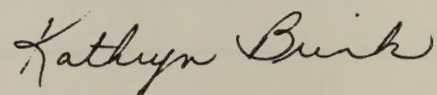
- | | |
|---|------------|
| 1. Review the results and celebrate the successes.
(Class results have been shared with parents.) | May 1995 |
| 2. Analyse areas to focus on for School Planning Process. | May 1995 |
| 3. a) Identify areas within our focus on literacy to integrate these results with Common Curriculum and Provincial Standards for School Plan. | Sept. 1995 |
| b) Involve parents in Planning Process for their input and support. | Sept. 1995 |
| 4. Submit plan to Area Superintendent. | Oct. 1995 |
| 5. Communicate complete plan to community. | Nov. 1995 |

95 05 02

date



principal's signature





Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Red Hill Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- Small school population - 250
- Diverse economic makeup - Hamilton Housing to large upscale homes
- Growing Multi-cultural community
- Developing Home and School Association - 3rd year
- Social Skills Program - Primary - The Best Adventure
 - Junior - Peer Mediation
- Twice yearly Standardized Testing in Language and Mathematics
- School-wide Cross Grade Activity Themes 3 times per year

PARTICIPANTS

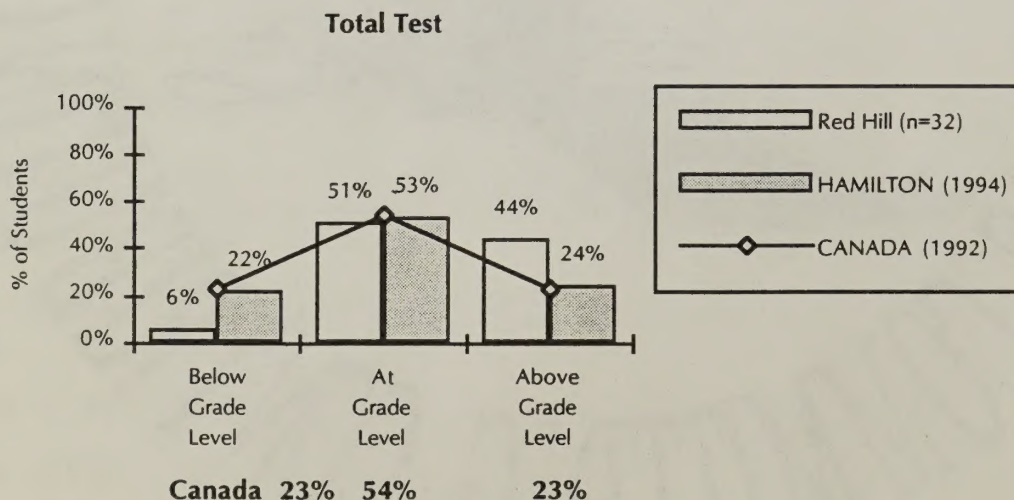
Number of students ENROLLED in Grade 3 32 (Includes 5 E.S.L., 2 Exceptional)
(Excludes 7 B.E. students not tested)

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 32
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General Comments on students and the testing process:

We made sure students were tested over a 2 week period at peak performance times (usually 9:15 a.m. to 10:15 a.m.)

GRADE 3 TEST RESULTS



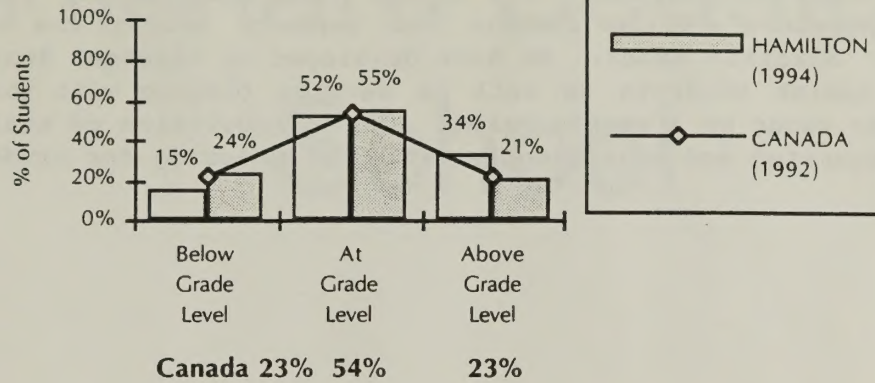
Summary Statement: Exciting results for Red Hill School Community as our Grade 3 Students scored 21% higher than the National 'Above Grade Level' results. Only 6% of our students performed below grade level as compared to the 23% National scores.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

- 285 -

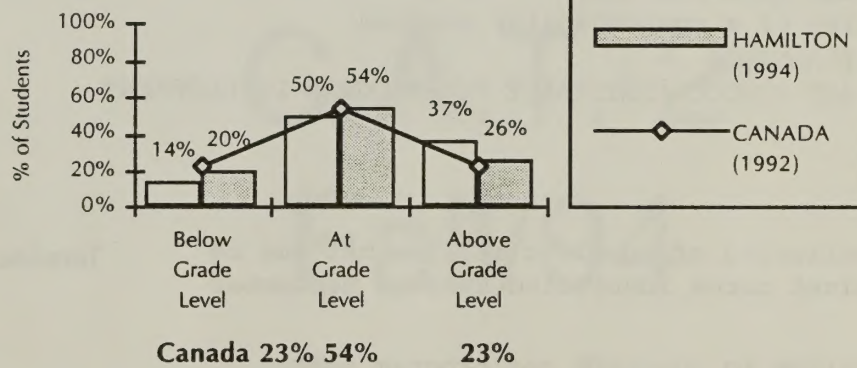
GRADE 3 TEST RESULTS

Reading Total



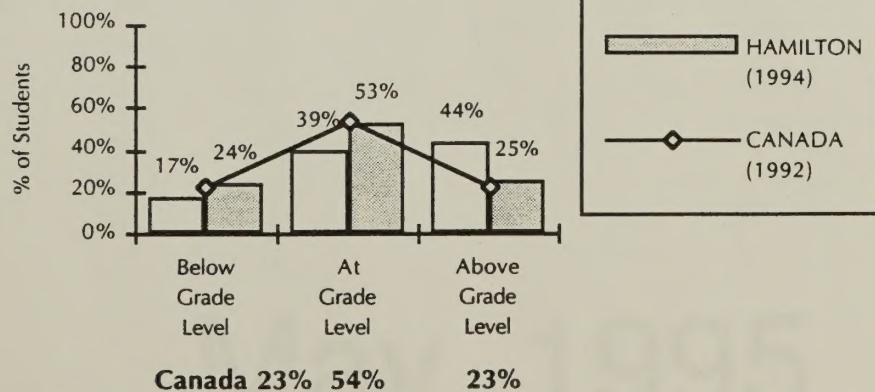
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

The outstanding test results for Red Hill School clearly indicate our proactive approach to Language and Mathematics. The School Plan directs the staff to test students in late September. These results are used to assist the teachers in planning for students' specific needs. We have developed an inschool Resource Team. Their mandate is to assist students as well as develop program with the teachers. Planning sessions often occur on a weekly basis. The collaboration of staff has lead to more ideas being generated and consequently better programming for students.

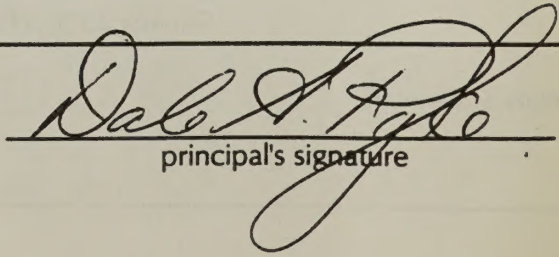
School Planning Response

- Area(s) of Focus:
 - COMPUTER LANGUAGE LABS
 - Creation of a comprehensive program
 - TEAM PLANNING
 - HOME AND SCHOOL ASSISTANCE FOR PROGRAM DEVELOPMENT

- Process:

- Regular monitoring of specific skills that can be measured against norms identified through September testing - Weekly meetings to identify and program for - May meeting to establish priorities for 1995/96 - Monthly meetings to plan implementation	Timeline Sept. - May June review Sept. - May June review May 1995 Sept.-April May review
--	---

1995 05 01
date


principal's signature

Richard Beasley School

C.A.T. 2
Fall/94
Results

May, 1995

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Richard Beasley Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Richard Beasley School is located in a well-established, stable, middle-income neighbourhood, with a small but significant new-Canadian population. The parents exhibit a strong interest in the education of their children, as evidenced by their solid support of school activities, a strong adult-volunteer program, and an active Advisory Council. School programs reflect a balance between traditional methodologies and leading-edge educational philosophy.

PARTICIPANTS

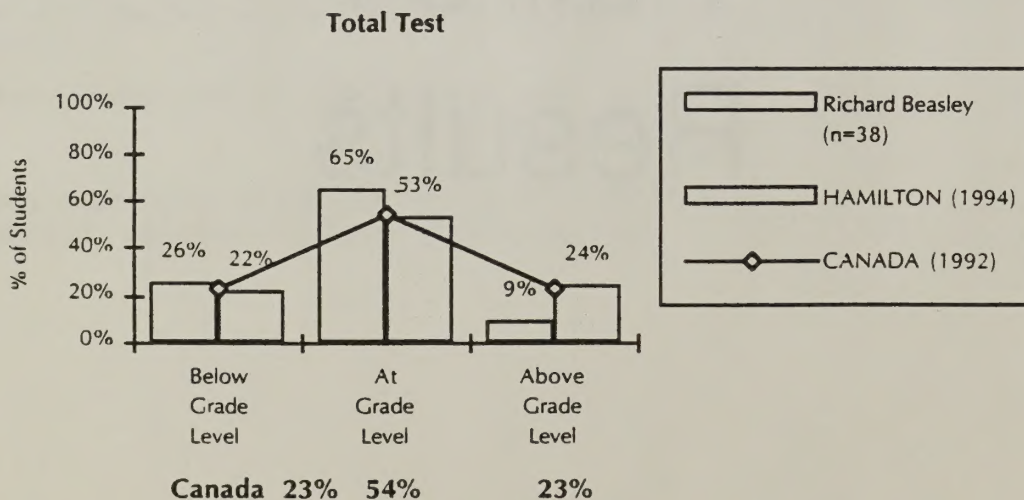
Number of students ENROLLED in Grade 3 39

Number of students for whom part or all of the test was INVALID*: <u>1</u>	Number of students ABSENT for part or all of test: <u>3</u>	Number of students COMPLETING entire test: <u>38</u>
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General Comments on students and the testing process:

In addition to those students registered in Grade Three, the testing group also included a few pupils deemed exceptional, for whom we wanted up-to-date information.

GRADE 3 TEST RESULTS



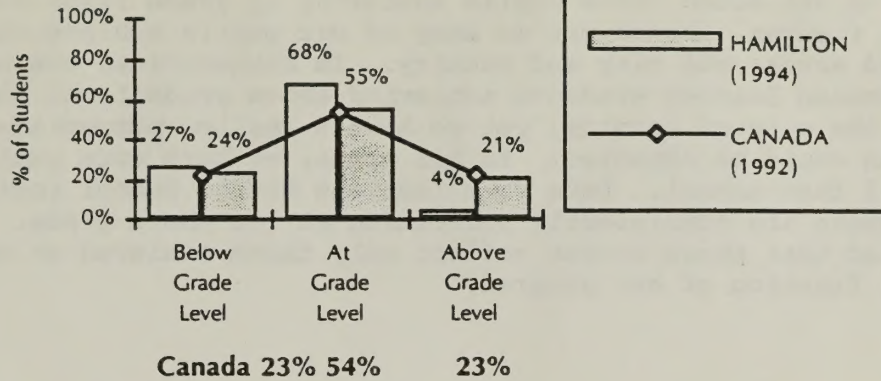
Summary Statement:

In Richard Beasley School, 74% of students scored at or above grade level on the Total test, compared with 77% across Hamilton, and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

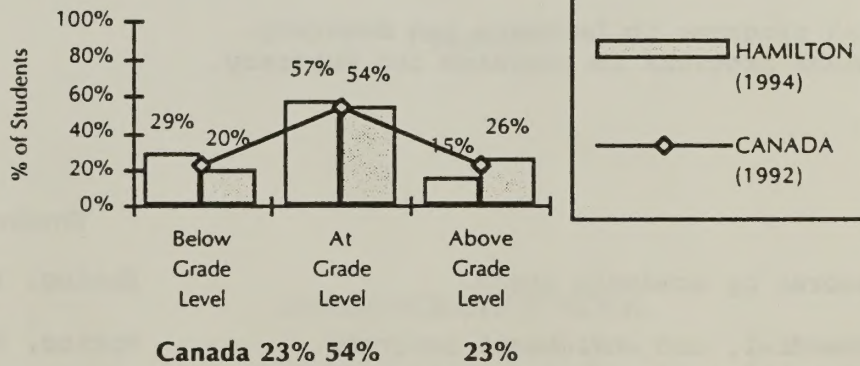
Reading Total



Summary Statement:

In Richard Beasley School, 72% of students scored at or above grade level on the Reading tests, compared with 76 across Hamilton, and 77% nationally.

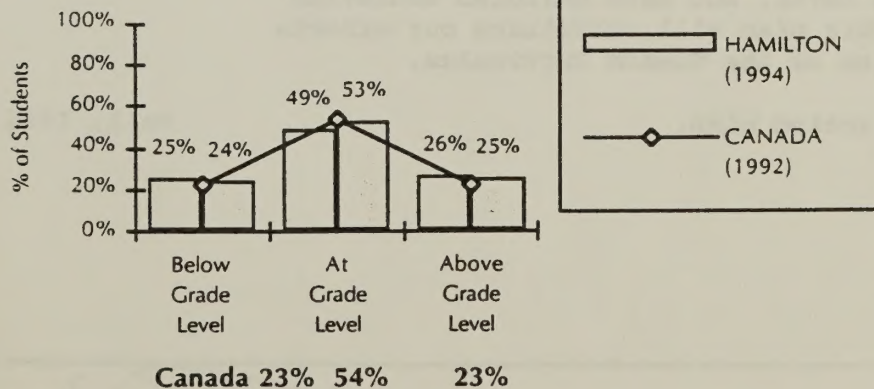
Language Total



Summary Statement:

In Richard Beasley School, 72% of students scored at or above grade level on the Language tests, compared with 80% across Hamilton, and 77% nationally.

Mathematics Total



Summary Statement:

In Richard Beasley School, 75% of students scored at or above grade level on the Mathematics tests, compared with 78% across Hamilton, and 77% nationally.

School Interpretation: Results in Context

As mentioned above, the tested group (admittedly a statistically-small number) also included some exceptional pupils whose anticipated lower language scores have skewed our school test results in that direction. However, in all Language-related tests the percentages of our Grade Three pupils achieving at grade level are greater than city and national figures, though not as many of our pupils achieve above grade level as might be found across the city and country. In Mathematics, the pattern is reversed, with more Richard Beasley students achieving above grade level than is normally found across the city or country, yet we have a smaller percentage achieving at-grade than could be expected. In all areas, we have more pupils achieving below-grade-3 than normal. Data from Lawfield Middle School indicate, however, that our students are consistently performing at- or above-grade.

It should be noted that these scores reflect only those achieved at one time, measuring only a small fraction of our program.

School Planning Response

• Area(s) of Focus:

- to improve our remedial programs in Language and Numeracy.
- to improve our enrichment programs in Language and Numeracy.

• Process:

Timeline

- | | |
|--|---------------|
| 1. Analysis of C.A.T. scores by academic staff. | Spring, 1995. |
| 2. Review of regular, remedial, and enrichment programs, to include formal recognition of and preservation of the effective components of our programs. | Spring, 1995. |
| 3. Development of an action plan to improve our remedial and enrichment programs to result in fewer children achieving below grade level, and more children achieving above grade level. This plan will coordinate our efforts with the implementation of the Common Curriculum. | Spring, 1995. |
| 4. Communication of the action plan. | Fall, 1995. |

May 1, 1995
date

F. Watson
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

RIDGEMOUNT SCHOOL

- 292 -
Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Ridgemount Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Ridgemount School is a JK to Grade 5 Elementary School. Within its boundaries, the community has experienced a housing growth. The enrolment now is 320

Up until last year, the student population had been very stable.... staying in the same school for the duration of their primary & junior years. The staff has also been very stable over the past 10 years. With growth in the residential community and the impact of harder economic times, has come a greater mobility rate of many of the students. The socio-economic level has become much broader in scope.

Active parental involvement in the school has been minimal but is on the increase with a newly formed Parent Group. OVER....

PARTICIPANTS

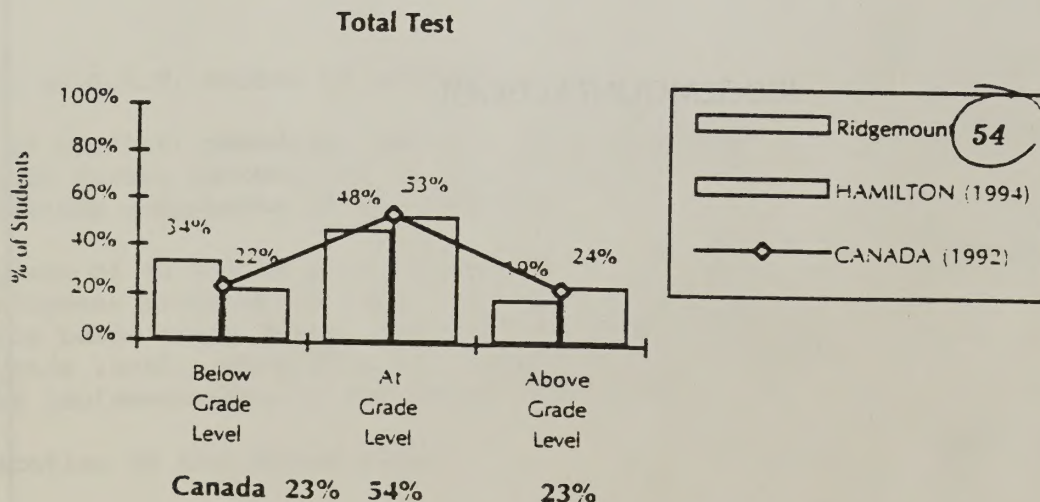
Number of students ENROLLED in Grade 3 56

Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test: 2	Number of students COMPLETING entire test: 54
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General Comments on students and the testing process:

All students (54) were tested - 2 students moved during the time of testing. All students (56) have completed the full test although not completely at Ridgemount. OVER....

GRADE 3 TEST RESULTS



Summary Statement:

In our school 67% of our Grade 3 students scored A+ or Above Grade level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

NATURE OF THE SCHOOL AND COMMUNITY cont...

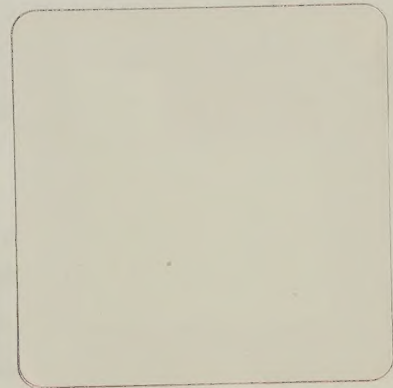
There are nine new staff members this year including Principal, LRT, Teacher-Librarian and Special Education Teacher.

GENERAL COMMENTS cont...

Test was conducted by the Learning Resource Teacher in 2 classrooms and by a trained classroom teacher in her own class.

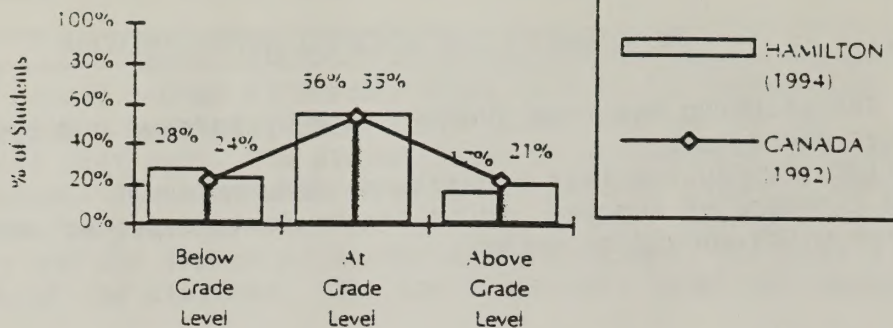
No noticeable distractions during the test period were documented.

One class had just had a change of teacher prior to the testing period and were in a state of transition which should be noted.



GRADE 3 TEST RESULTS

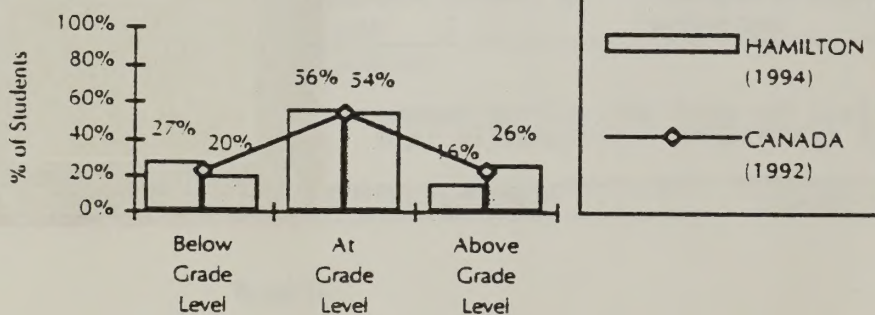
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school 73% of our Grade 3 students scored "At or Above Grade Level" on the Reading Test compared to 76% across Hamilton and 77% nationally.

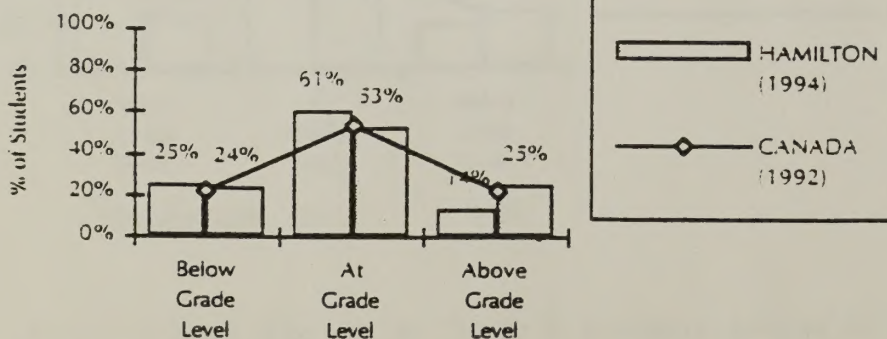
Language Total



Canada 23% 54% 23%

Summary Statement: In our school 72% of our Grade 3 students scored "At or Above Grade Level" on the Language Test compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school 75% of our Grade 3 students scored "At or Above Grade Level" on the Math Test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

These results validated the information that had already been shared through the D.A.R.T. process. Teachers had already diagnosed and were programming for a large segment of the school population that were working below grade level. At the time of the test 15 grade 3 students were receiving LRT support, remedial programming or program modifications within their class.

Statistically each student has a weighing factor of 1.9% (approximately 2% of the score per student). Given the programming and concerns from teachers already documented for these 15 students the scores were not a surprise.

Several of our grade 3 students have been deemed Exceptional Communication, diagnosed with ADDH, receiving Speech & Language support or awaiting further testing for concerns that were recognized in earlier grades. These also factor into the scores.

Early teacher observations, in-school assessments by the LRT, student work samples and parental input had already recognized a need for a school focus on reading and writing skills in the primary and junior divisions.

Again, statistically our school scores in each of the tests were under City and national scores by 4%, 8%, 3%, 2% and a total test score difference of 10%. This translates

into 1 to 5 students under the Hamilton score.

School Planning Response

- Area(s) of Focus: Reading - continue to develop higher level of skills from SK - Gr.5 in all components of reading.

Writing - continue to develop higher level of skill in process writing including Spelling and Grammar

Create a Learning Resource Centre model for support

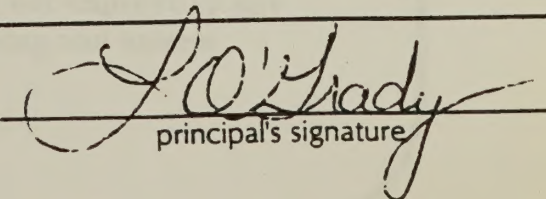
Planning Process - target-revising and implementing teacher methodology, assessment and evaluation strategies in Reading & Writing in light of Common Curriculum learning outcomes.

• Process:

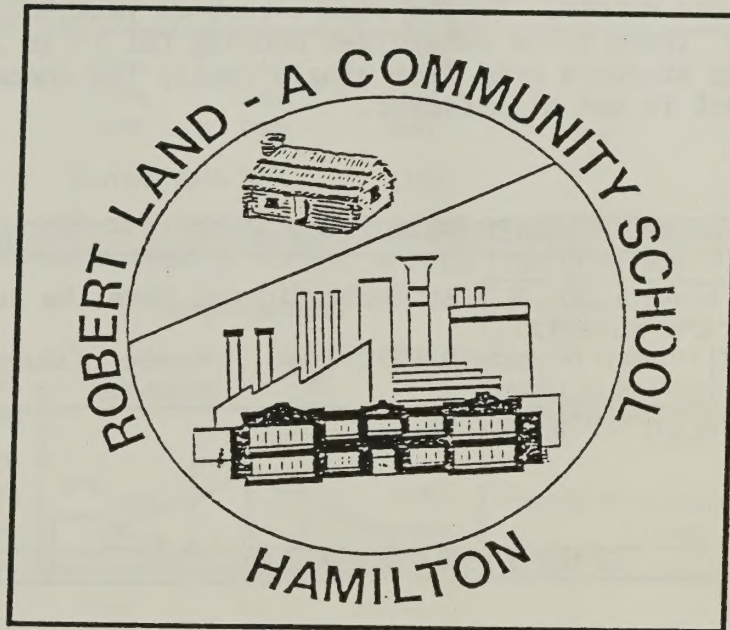
Timeline

- to be achieved in a collaborative, full school priority planning process - to be completed in a fuller detail in our School Plan for 1995-1996.
- focus all resources, time and teacher learning on skill development in Reading & Writing.
- provide majority of support and LRT resource in K to 3 - volunteers, Core French release teachers, Board resource personnel.
- develop planning process to support below and above grade level students
- improve parental awareness and involvement in "how to help" through newsletters & workshops
- continue to make Staff PD focussed in Reading & Writing, Assessment & Evaluation
- provide opportunities at every grade to experience as part of their regular program, test situations similar to those expected in CAT2
- provide extra curricular "clubs" for Reading, Writing & Math
- continue to celebrate collaboratively and individually for the success we (Staff & Students) have achieved in both product and process.

May 4/95
date


principal's signature

VISION OF ROBERT LAND SCHOOL



It is the staff's strong feeling that for Robert Land School to be a successful educational institution in this most inner city area of Hamilton we must develop the following:

- personal health and hygiene in all pupils
- high self-esteem in pupils
- high neighbourhood pride in our pupils and the families
- high level of personal and professional pride in all staff members
- a high level of visibility for Robert Land School and its activities

In concert with the above, it is important that we maintain high academic standards and in fact raise our pupil's success level in that area. In the "bookless society" that many of these children belong to it is important that we improve their literacy level and in general bring them up to or in some cases above the standards shown by children in other parts of this city. However, these academic skills will not improve to any extent unless we address the areas of personal well-being and esteem.

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Robert Land Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Robert Land School is located in the north central part of the city in an industrial area. The school population has increased in the past year from approximately 257 to 280. In addition to full time JK and SK classrooms there are 8 grade classrooms and two special education classrooms. In the 1993-94 school year 78% of the school population was stationary. There is no subsidized housing but it is a low socio-economic area. Many of our students come from single family low income homes. The ESL population in the school is not significant.

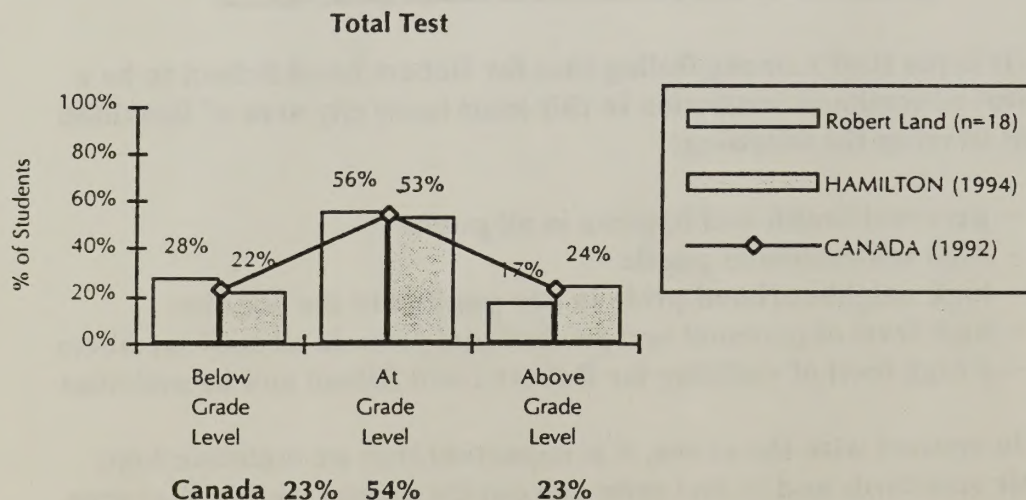
PARTICIPANTS

Number of students ENROLLED in Grade 3 30 * 5 students did not take the test because they were incapable of handling the material.

Number of students for whom part or all of the test was INVALID*:	Number of students ABSENT for part or all of test: 7	Number of students COMPLETING entire test: 18
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General Comments on students and the testing process:

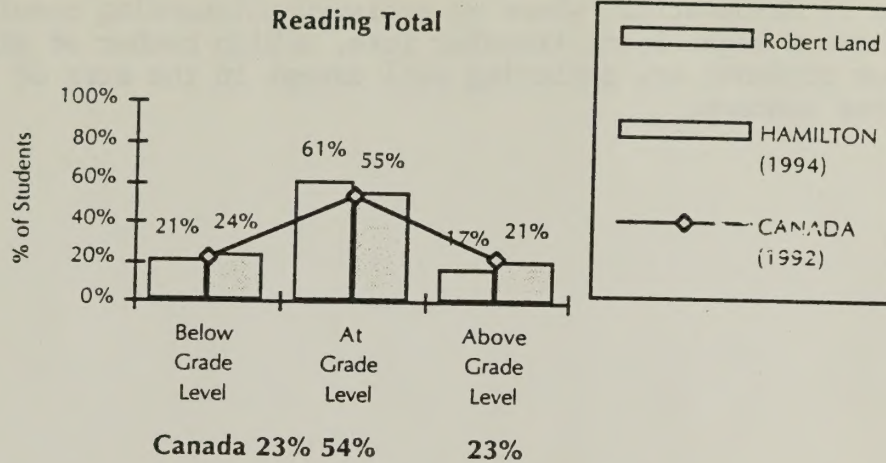
GRADE 3 TEST RESULTS



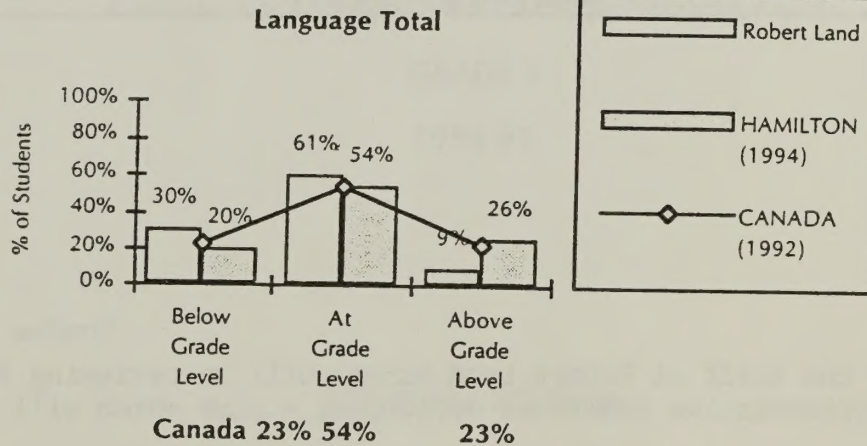
Summary Statement: In our school, 73% of our Grade 3 students scored At or Above Grade level on the Total test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

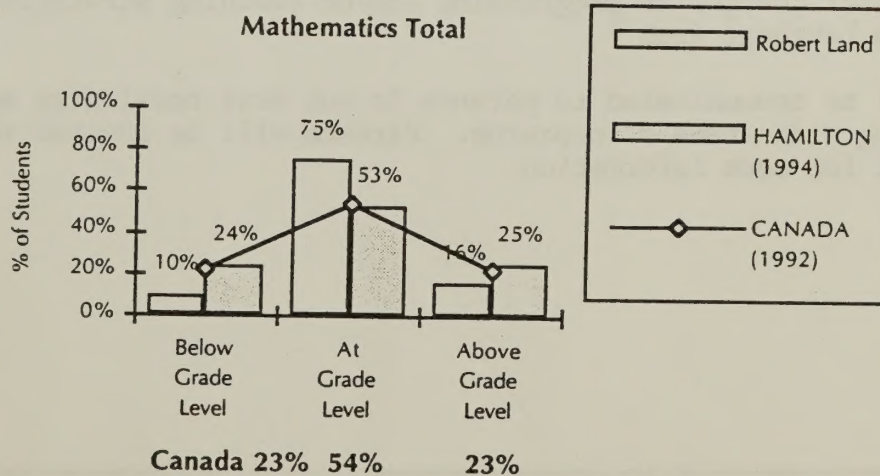
GRADE 3 TEST RESULTS



Summary Statement: In our school, 78% of our Grade 3 students scored At or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 70% of our Grade 3 students scored At or Above Grade Level on the Language total compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 91% of our Grade 3 students scored At or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Robert Land School can be proud of the results of our Grade 3 students on the CAT 2, especially in the area of mathematics, where we achieved outstanding results! Considering the fact that we have a significant transfer rate, a high number of single parent low income families our students are achieving well except in the area of language, which does cause us some concern.

School Planning Response

• Area(s) of Focus:

• Process:

Timeline

During the month of May the staff at Robert Land School will be reviewing the CAT 2 scores and through a representative committee developing a plan which will include

- a) a celebration of our results in Reading and Mathematics
- b) an analysis of why scores in the Language Area
- c) an action plan to effect changes in programming and/or teaching strategies to improve scores in the Language Area

results of the CAT 2 will be communicated to parents in our next newsletter as well as an action plan for dealing with areas of concerns. Parents will be invited to contact the teacher and principal for more information.

May 1st 1995
date

Wanda Lane
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

ROSEDALE SCHOOL

- 301 -
Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Rosedale Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The community is predominantly English with small pockets of homes with backgrounds in Italian, Polish, Ukrainian, Hungarian, Spanish, French, Portuguese, Greek, Croatian, German and Khmer. English is spoken in most of the homes as a large majority of the immigrant population came prior to 1961. A significant portion of households have more than one person working. The unemployment rate is approximately 12%.

The school has a strong supportive Home and School Association and a very involved volunteer committee. School functions are well attended with enthusiasm and community interest.

PARTICIPANTS

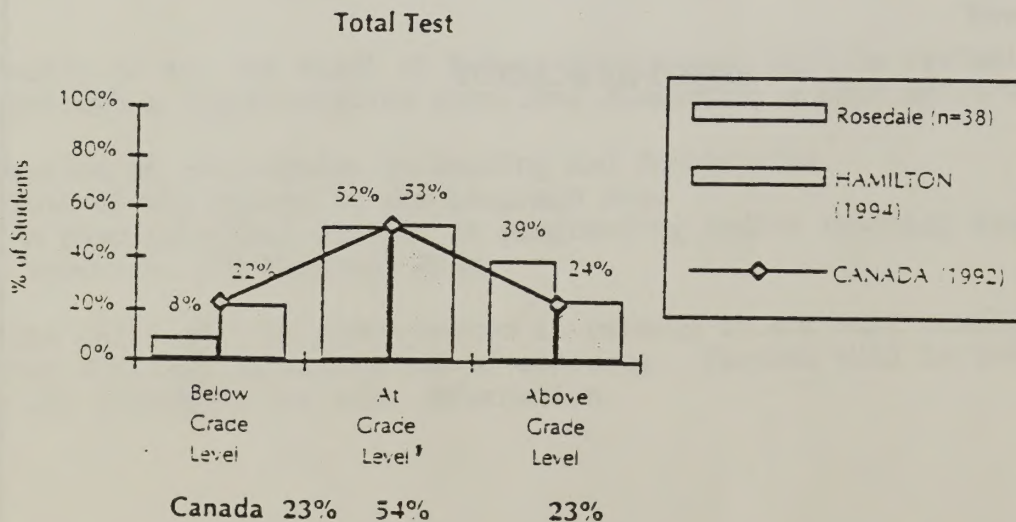
Number of students ENROLLED in Grade 3 38

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 38
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General Comments on students and the testing process:

The school population is stable with 93% of the students designated as stationary residents. Of the 38 students tested only one was new to our school. All the grade three students completed the entire test battery. The tests were administered by the Learning Resource Teacher.

GRADE 3 TEST RESULTS

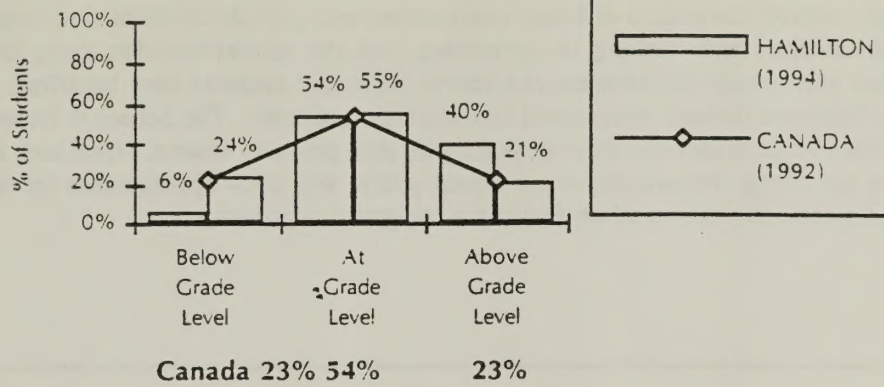


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

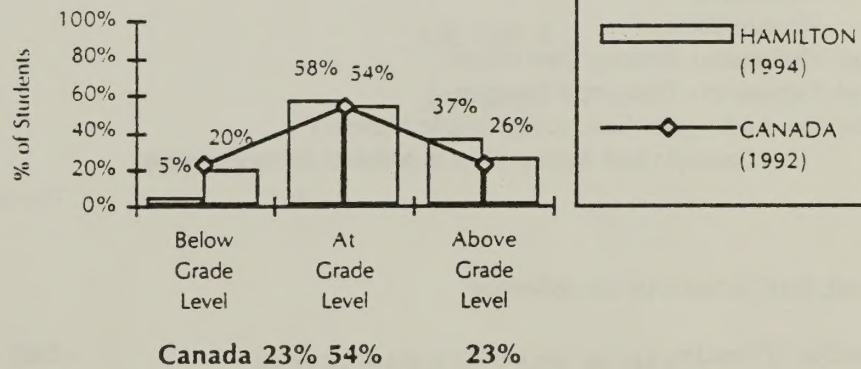
GRADE 3 TEST RESULTS

Reading Total



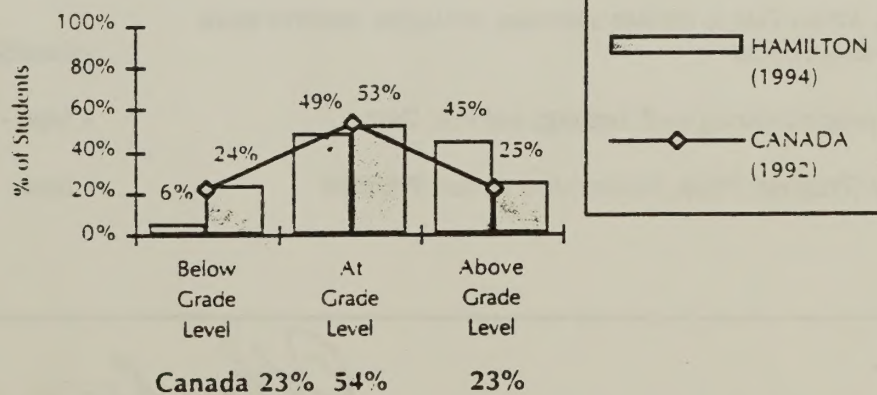
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

Rosedale students surpassed the local and national percentages with most satisfying results. The DART system has been addressing the students who require remediation or challenges for enrichment. The Computer Lab has enabled teachers to enhance programmes and provide differentiated interventions. Planning learning outcomes and working in partnership with the teacher-librarian using the Samara Chart has increased programme effectiveness and results show that students have benefited. Students are enriched and challenged through open-ended activities in classrooms. The School to Home Reading Programme provides a focus to increase time on reading for skill practise. Drama, visual arts, music and physical education are strong components of our school profile and allow opportunities for students to express talents and special interests in all aspects of our integrated curriculum.

School Planning Response

- Area(s) of Focus: Spelling, Phonics and Language Skills will be targeted in concert with creative writing.
 - * Spelling - Structural Units
 - Consonants
 - Roots/Affixes
 - * Language Mechanics - Writing Conventions
 - * Language Expression - Paragraph Structure
 - * Mathematics - Adding and Subtracting Whole Numbers
 - Concepts and Applications in problem solving contexts

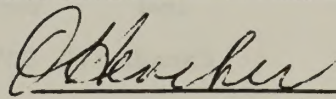
• Process:

Timeline

Working with Staff to facilitate the following:

- | | |
|--|------------------|
| 1. Interpretation of Results | - May |
| 2. Setting Priorities for School Plans in both Primary & Junior Divisions | - June |
| 3. Commitment of Membership to Action Teams for Curriculum Focus for Team partners. | - June |
| 4. Develop Action Plan to include outcomes, strategies, resource needs and tracking devices. | - June/September |
| 5. Review progress during staff meetings and P.A. Days | - Sept. - May |
| 6. Evaluate (Progress, Plans, Process) and set new Priorities | - June |

22 July 4/95
date


principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

ROXBOROUGH PARK SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Roxborough Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

See attached.

PARTICIPANTS

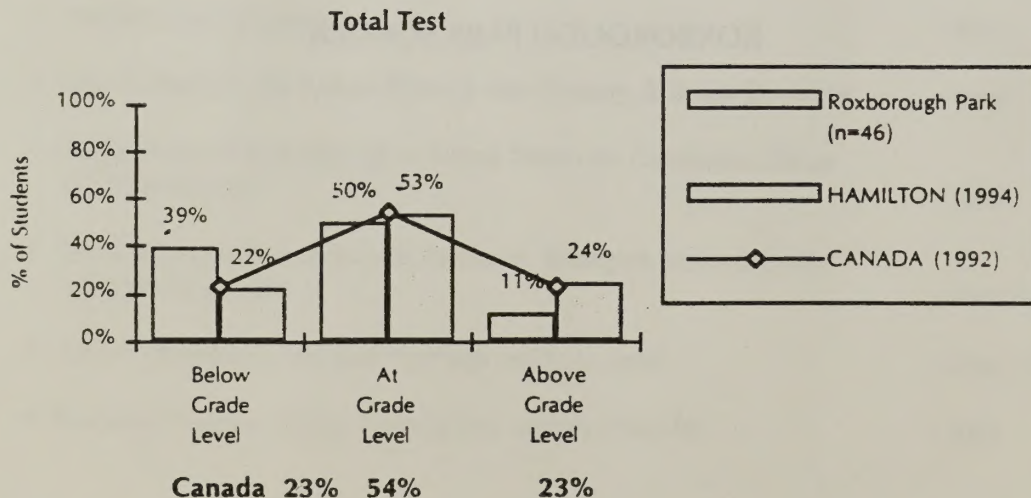
Number of students ENROLLED in Grade 3 50

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 4	Number of students COMPLETING entire test: 46
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General Comments on students and the testing process:

See attached.

GRADE 3 TEST RESULTS



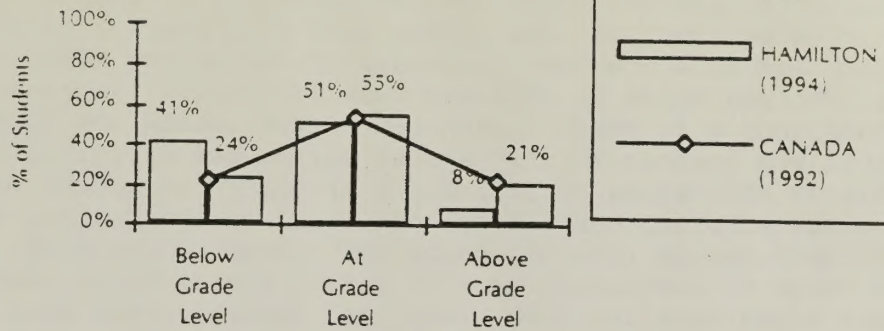
Summary Statement:

In our school 61% of our Grade 3 students scored At or Above Grade Level on the Total Test Score compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

Reading Total

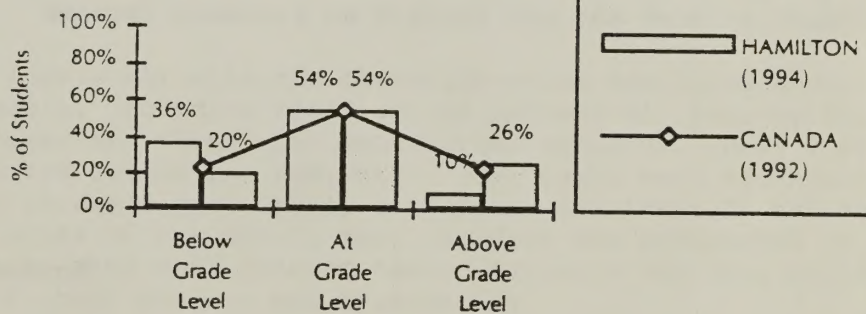


Canada 23% 54% 23%

Summary Statement:

In our school 59% of our Grade 3 students scored At or Above Grade Level on the Total Test Score compared to 76% across Hamilton and 77% nationally.

Language Total

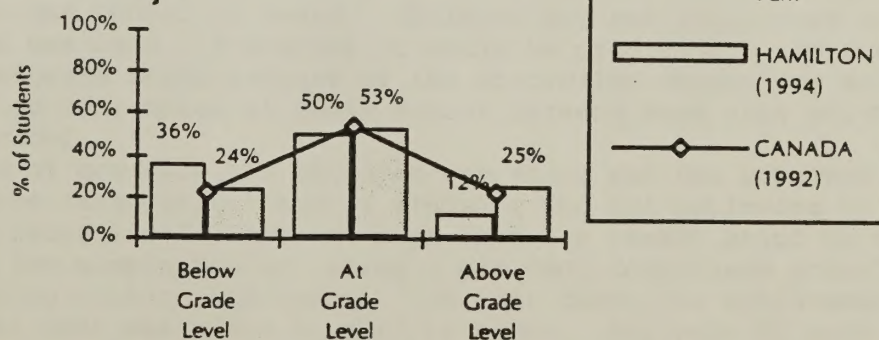


Canada 23% 54% 23%

Summary Statement:

In our school 64% of our Grade 3 students scored At or Above Grade Level on the Language Total Test Score compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement:

In our school 62% of our Grade 3 students scored At or Above Grade Level on the Math Total Test Score compared to 78% across Hamilton and 77% nationally. Many test items have not been formally taught prior to the testing.

School Interpretation: Results in Context

See attached.

School Planning Response

- Area(s) of Focus:

See attached.

- Process:

Timeline

May 2, 1995
date

Chas S. Borek
principal's signature

NATURE OF THE ROXBOROUGH PARK SCHOOL AND COMMUNITY

This is a J.K. to Grade Five school with 360 children. Eighty percent of the children live in geared-to-income housing. There is a high percentage of families with low income. There is a concern that many children arrive hungry everyday. We have a global community with children from 28 different countries. There are many families in which English is not their first language and English is not spoken within the home. There is a consistent need to teach social skills, problem solving skills and skills related to interacting positively because of the diverse nature of the community. There is a significant percentage of single parent families. Many children arrive unmotivated to learn and demonstrate characteristics that reflect low self-esteem. There is a 15% mobility rate. According the 1991 census over 70% have less than high school education. Many children are living in a neighbourhood in which they are exposed to children and adults from dysfunctional families. Many children begin school with a delay in language skills. Roxborough Park is a wonderful school with a hard working staff and a very supportive parent group. There is a large number of parents and neighbours who volunteer their time and energy to assist in providing a positive atmosphere for children within the school setting. As well, S.T.A.R. (Skills Through Active Recreation) provides after-school activities for children between the ages of five to fifteen. A focus on social skills has successfully dominated our school plan. As well, we have a full time social worker to assist families.

General Comments on Student and the Testing Process.

This group is consistent with the characteristics mentioned above. All grade three students wrote the tests, including those in the process of learning English, those with attentional difficulties and those with behavioural concerns. Only 4 student's scores were not used because they missed one of the subtests. The tests were administered to 50 students by the principal. Many students were uneasy concerning the issue of not being able to ask for help. In almost all areas of our school day, children are accustomed to being given assistance and/or clarification as they work through tasks. Actually teaching children how to take a test would relieve much of their anxiety and frustration.

School Interpretation: Results in Context

At first response it appears that Roxborough Park scores are below grade level. This does not reflect the actual performance of the school but rather the influence of several other factors. Six of the students only started at this school in Sept. '94. Twenty-two of the students come from English as a Second language families. Twenty-eight of the students have attended more than one school or board. Children are not accustomed to being tested in the formal manner that was used. Therefore it would be predictable the formal testing scores would be lower in the language areas because of the controlled vocabulary and jargon used. The pupils who are experiencing many moves in their school careers have gaps which we focus on filling once they attend our school.

We are proud of how well the children are doing and the progress that is occurring. We are pleased with the large percentage of students who are achieving At or Above Average results. Many of the items being tested, had not been formally taught prior to the testing period. Given the small size of the sample tested, using a per cent comparison actually distorts how well children are learning within this school. In most cases the achievement on the tests reflects their ability level that was shown on ability tests. Analysis of each child's scores is paramount to measure how well each child is doing relative to other students in Hamilton and across Canada. An analysis of how well our former students have done in Middle School on the Grade Six tests will be done to see how effective we have been in ensuring children have learned the basic skills in Grades Three to Five.

School Planning Response

Areas of Focus:

Improving Social Skills
Improving Problem Solving Skills
Self Esteem Building Activities
Acquisition of basic language skills as outline in the Common Curriculum Board support documents (Growing Into Language and Celebrating Language)
Acquisition of basic math skills as outlined in the Common Curriculum

Several programs are going to be continued and enhanced to allow us to continue to celebrate the growing skills of our children at all grade levels.

Ongoing Processes and New Initiatives:

Timeline

-Keys to Successful Living: A series of lessons, developed by our staff, taught to all students (JK to Grade Five)	since 1989
-Monthly Social Skills Awards Assemblies	since 1989
-Weekly Awards Assemblies	Sept. 1993
-Monthly Academic Awards Assemblies	March 1994
-Positive Monthly Attendance Incentive Program	Jan. 1995
-Second Step Problem Solving Program (JK to Grade Five)	Jan. 1995
-Writing To Read Program (JK to Grade Five)	since 1983
-Annual Young Author's Conference	since 1990
-Recess Snack Nutrition Program	Sept. 1993
-Big Brother's Mentor Program (Grades 3) (extend the Program to Grade 4)	Nov. 1994 Sept. 1995
-Expand Primary/Junior Buddy Reading Program	Sept. 1995
-Junior Student Leadership Programs*	Oct. 1993
-Expanded Remedial Assistance Program**	Sept. 1994
-Preschool In-school Reading Program***	March 1995
-encourage student involvement in S.T.A.R. Program	Sept. 1994

* This program provides students an opportunity to take responsibility in planning and carrying out initiatives such as Enviro Team, Recess Nutrition Team, Assembly/Guest Monitor Team, etc.

** This program incorporates using up to 12 co-op students to assist in remedial work, social activities, ESL programs, computer studies, P.E. activities and library skills.

*** This program involves mothers and their preschoolers making regular use of our library facilities to encourage language development prior to beginning school formally.

As well as the above mentioned programs, an analysis of the specific skills that require remediation will be addressed to ensure specific children have an opportunity to master the skills which they found difficult. As well a screening process will occur as new students enter to ensure that they have learned the basic phonetic and language skills that have been taught to students who have had the opportunity to be involved in the Writing to Read program offered at our school. The present practice of having in-school Diagnostic Team meetings to review the progress of all children will be continued.

May 2, 1995

Chas S Boecker
PRINCIPAL

RYCKMAN'S CORNERS SCHOOL



"Together We're Better"

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Ryckman's Corners Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Ryckman's Corners School is a JK-5 elementary school. The student population has shown a gradual increase with each September. The present school organization consists of one JK, one SK, one Gr.1/2, one Gr.2/3 and one Gr.4/5 class. A Special Education class - SLD - completes the school organization. Split grade classes have been the norm. The vast majority of the students are transported to Ryckman's from homes located west of Upper James, between Stonechurch and Rymal Road, and south of Rymal Road. The student population is stable with few transfers out. The parents are very supportive of Ryckman's with many of the parents acting as LRT and classroom volunteers.

PARTICIPANTS

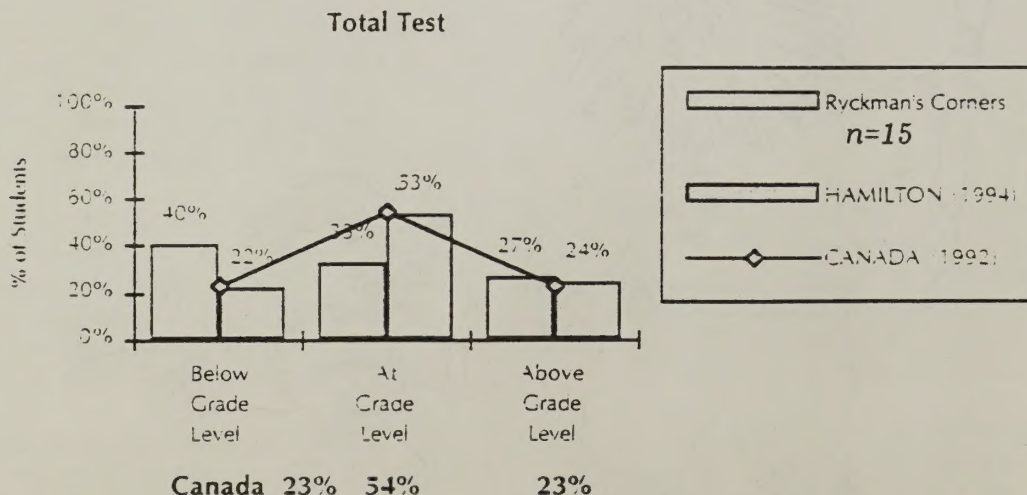
Number of students ENROLLED in Grade 3 15

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 15
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General Comments on students and the testing process:

The CAT/2 Test was administered by the principal. The various testing sessions were conducted as outlined in the testing manuals. All sessions were given in one of our portable classrooms - the only available space.

GRADE 3 TEST RESULTS

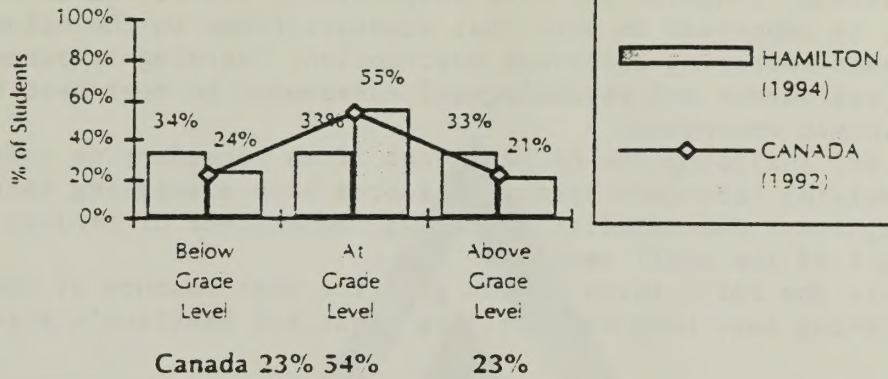


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

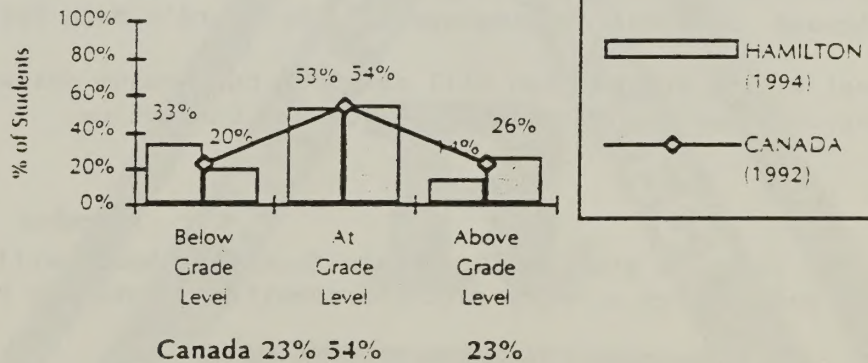
GRADE 3 TEST RESULTS

Reading Total



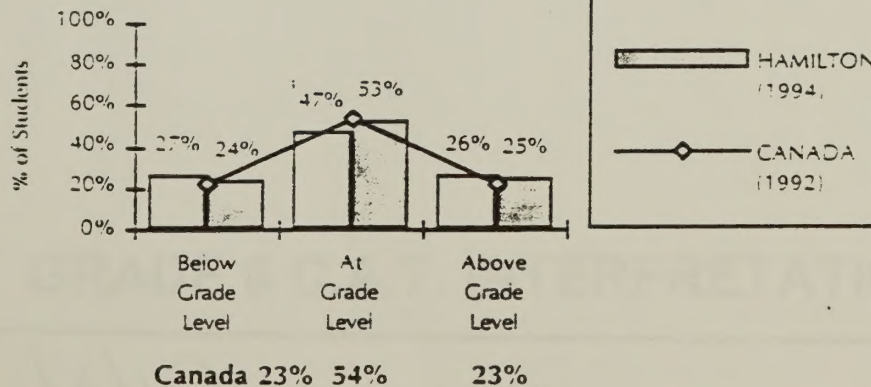
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

The CAT/2 test is only one of a number of diagnostic and assessment tools/programming used at Ryckman's Corners School to measure academic growth. It was found that these CAT/2 scores validate the school's findings/evaluations of the student achievement. CAT/2 scores that show that 66%, 67% and 73% of the students are at or above grade level in Reading, Language and Math respectively closely match ongoing school assessments. It is important to note that students found in the below grade level categories have been receiving classroom instruction, learning resource programming, volunteer assistance and psychological assessment to best meet their needs and to foster academic successes.

Further in considering and analyzing the CAT/2 scores it is necessary to realize that with the small sampling (15) each student's scores have a weighing factor/an impact of 7% in the graphics. The validity of making comparisons or projections needs to be considered in light of the small sampling.

Perhaps for some students the CAT/2 tests do not give the best measure of the effectiveness of the Growing Into Language, Spelling Sense and Hamilton's Primary Math Curriculums.

School Planning Response

- **Area(s) of Focus:** The present school plan has a strong curriculum focus on language and math with an emphasis on reading skills. Implementation of curriculum has been based on Growing Into Language, Celebrating Language and the Board's Math Curriculum.

The renewal of the school plan will again be curriculum driven with focus on the learning outcomes as presented by the Common Curriculum.

- **Process:**

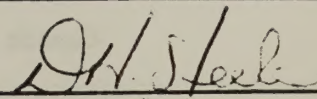
Timeline

During the months of May and June the staff at Ryckman's Corners School will be reviewing the CAT/2 scores and through a representative committee develop a plan which will include:

- a review the gains made by students
- an analysis of below grade level scores
- an action plan to bring about changes in programming and/or teaching strategies in the areas identified by the analysis of the below grade level scores.
- communication of the action plan

May 4, 1995.

date


principal's signature

RYERSON MIDDLE SCHOOL



GRADE 6 C.A.T. INTERPRETATION

1995

- 315 -
Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Ryerson Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Ryerson is a dual track French Immersion School. 25% of our students receive a French Immersion program. We also have a significant ESL population (approximately 10%). Our boundary areas cover a wide socio-economic area and our students come to us from 5 different feeder schools. Student mobility (9%) is very close to the city average of 10%. 12% of our students are deemed exceptional. We have a Behavioural component, and a SERT program.

PARTICIPANTS

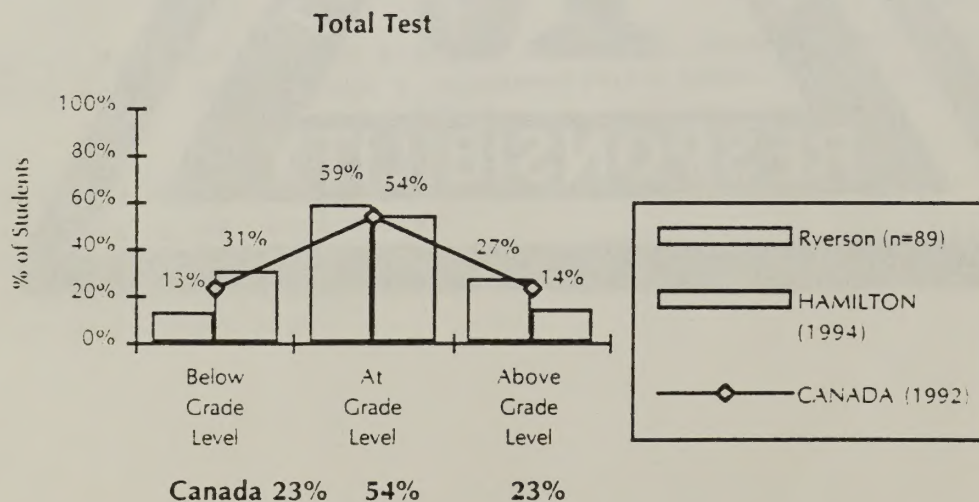
Number of students ENROLLED in Grade 6 96

Number of students for whom part or all of the test was INVALID*: 2	Number of students ABSENT for part or all of test: 5	Number of students COMPLETING entire test: 89
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General Comments on students and the testing process:

The Guidance Counsellor co-ordinates testing and testing is monitored and completed by the classroom teacher. 1/3 of students tested are French Immersion. All students entered new to Ryerson in Gr. 6 and are still adjusting to the Middle School.

GRADE 6 TEST RESULTS



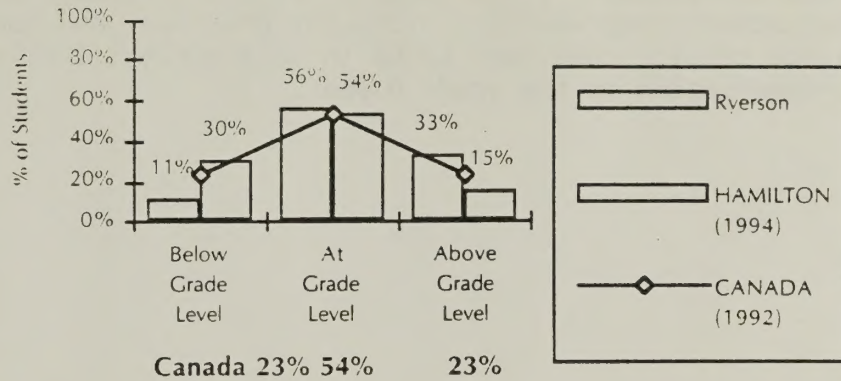
Summary Statement:

In our school 86% scored at or above grade level compared to 68% locally and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

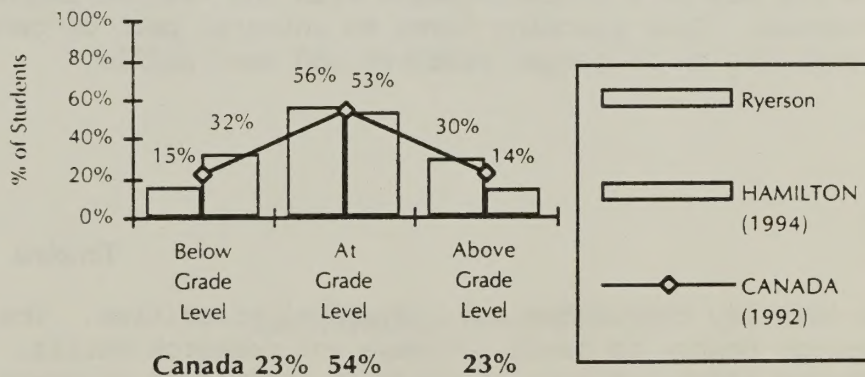
GRADE 6 TEST RESULTS

Reading Total



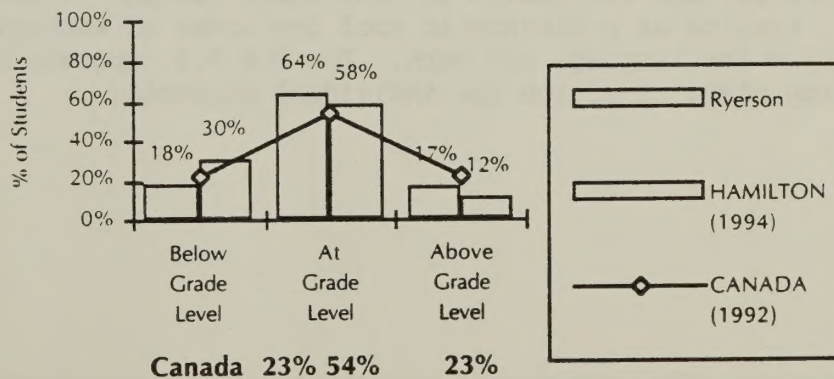
Summary Statement: This test addresses vocabulary and comprehension. 89% of Ryerson students scored at or above grade level.

Language Total



Summary Statement: This test addresses spelling, language mechanics, language expression and study skills. 86% of Ryerson students scored at or above grade level.

Mathematics Total



Summary Statement: This test addresses math concepts and application, and computation. 81% of Ryerson students scored at or above grade level.

School Interpretation: Results in Context

Ryerson School has results in the grade 6 C.A.T. which compare favourably with other schools in Hamilton and across Canada. We have scores consistently above all averages in all categories. These results reflect the diversity of our three grade 6 feeder schools representing different programs, and socio-economic and cultural areas. Since results come back to us in late spring, little time remains for diagnostic remediation in the grade 6 year.

School Planning Response

- **Area(s) of Focus:** Our grade 6's are on a block schedule with one Teacher responsible for math and language programs. Team planning forms an integral part of curriculum delivery with continued emphasis on language, research and math skills.

- **Process:**

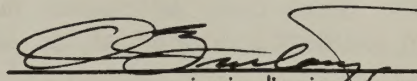
Timeline

Team planning is used to identify curriculum and individual priorities. The Library is used as a resource centre to teach language and research skills. The Learning resource program addresses special needs of individual students. Examination of objective test results, teacher prepared tests, classroom assignments and presentations, combined with daily observation of student progress form an ongoing evaluation of program delivery and student progress.

Modification of program delivery and evaluation is done where needed. Grade 6 Teachers will use C.A.T. results as a diagnostic tool for areas of emphasis. The computer lab is scheduled for language and math. The D.A.R.T. process is used to identify and develop plans of action for individual students.

May 3, 1995

date


principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

SANFORD AVENUE SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Sanford Avenue Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Sanford Avenue Public School is a dual track Compensatory School located near the centre of downtown Hamilton. The population is a diverse mix of many racial origins with a portion of the population moving in and out of the school area frequently. The community has a mixture of residential, commercial and industrial properties. Most of the housing stock is older multiple dwellings with one large public housing project. Recently Sanford Avenue Public School has had the benefit of a Corporate Sponsor - Philip Environmental to assist with providing experiences which will expand the knowledge base of the children.

PARTICIPANTS

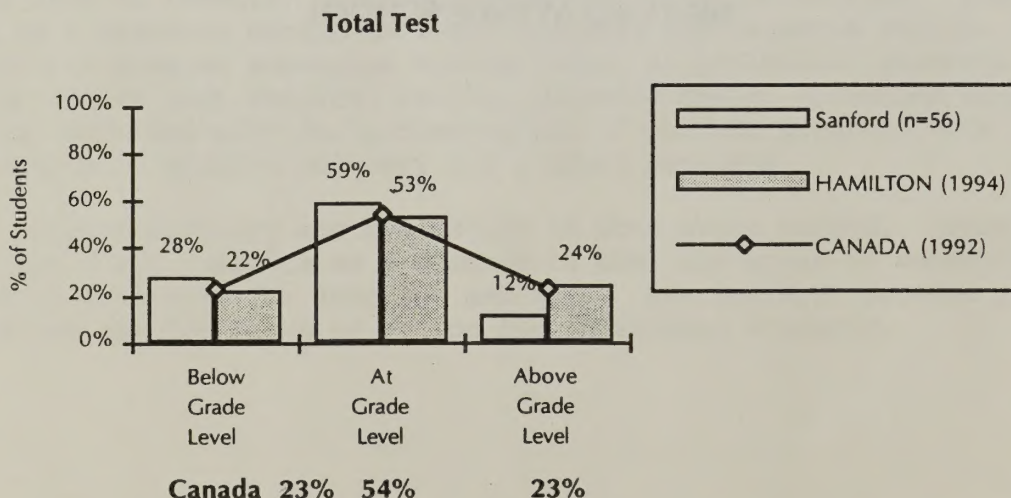
Number of students ENROLLED in Grade 3 57

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 56
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General Comments on students and the testing process:

Testing was done by individual teachers in a controlled atmosphere. Many students found it difficult to maintain concentration throughout the test.

GRADE 3 TEST RESULTS

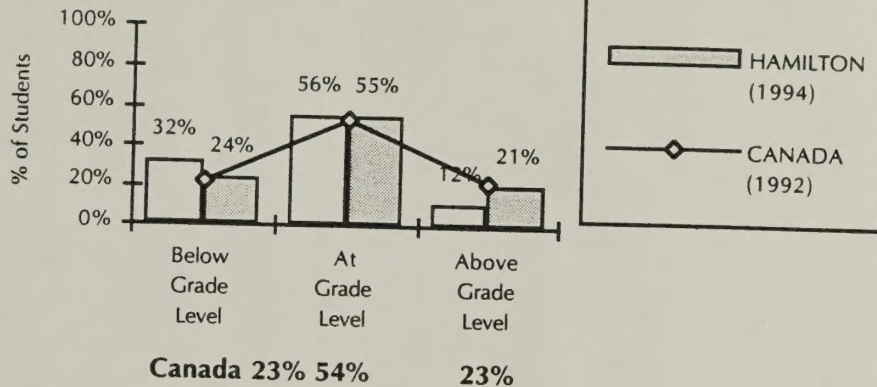


Summary Statement: Language skills are a weak area for many of our pupils. For some, these deficits are due to living in a disadvantaged home. For some others the delay is due to a different cultural background.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

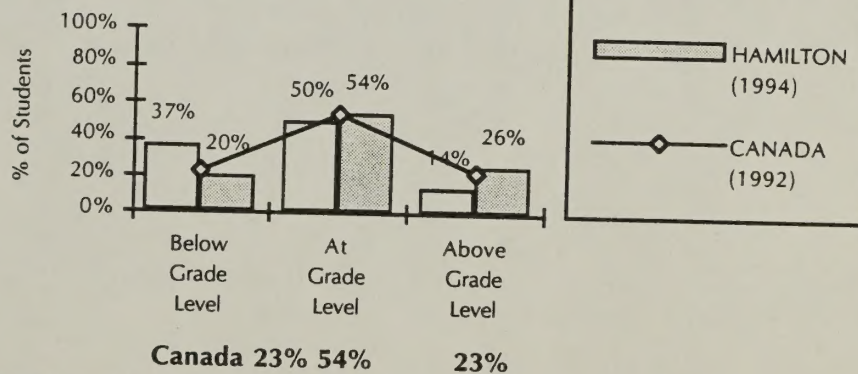
GRADE 3 TEST RESULTS

Reading Total



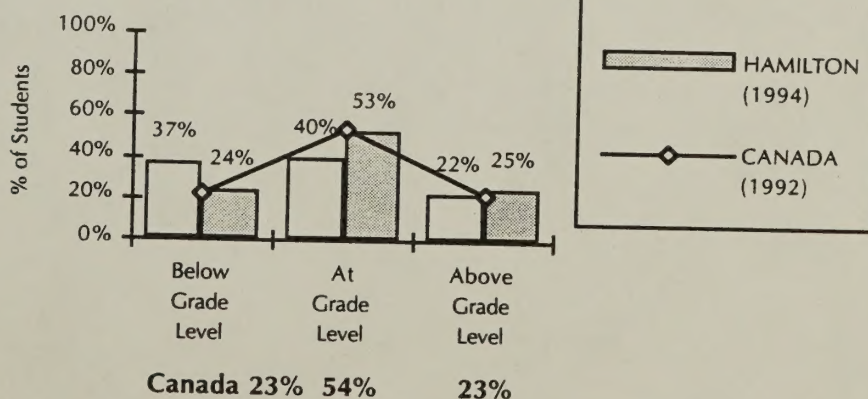
Summary Statement: It is significant to note that Sanford has a higher number in the at grade range than the Hamilton or Canada statistics. This could be due in part to the use of the Writing-to-Read Program.

Language Total



Summary Statement: Again it is likely that the fact that Sanford has a reasonably high number in the at grade level range is due to the use of the Writing-to-Read Program.

Mathematics Total



Summary Statement: It is significant that in this area 22% of Sanford Avenue pupils scored above grade level. When the language focus was diminished somewhat, children with ability were able to move to the above grade category in math.

School Interpretation: Results in Context

1. Sanford Avenue Public School has an above average number of children who come to school with a Language delay.
2. Sanford Avenue Public School has an above average number of children who come to school with a developmental delay.
3. Better than 10% of Sanford Avenue Public School's pupils are ESL/ESD.
4. 25% of children in grade 3 at Sanford Avenue Public School have been referred for psychoeducational testing this year.
5. 21% of pupils in grade 3 at Sanford Avenue Public School are already deemed exceptional.

School Planning Response

- Area(s) of Focus:
1. Improving literacy.
 2. Improve level of service to ESL/ESD pupils.
 3. Improve (a) Arithmetic Skills
(b) Concepts and Applications

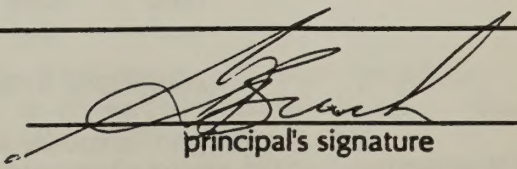
• Process:

Timeline

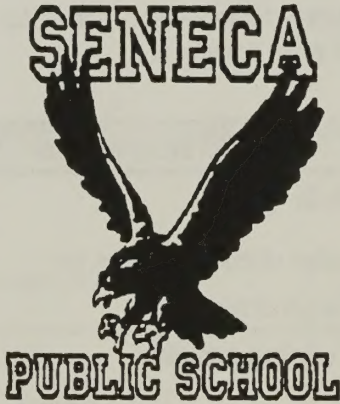
- | | |
|---|----------|
| 1. Continue use of Writing-to-Read Program at Senior Kindergarten, Grade One levels. | On-going |
| 2. Increased use of computer lab for word processing and creative writing and skill development. | On-going |
| 3. Structured time when every teacher reads orally to his/her class at the same time each day. | All Year |
| 4. Mental math drills. | All year |
| 5. More emphasis on teaching math terminology using more examples that relate to the child's real like. | All year |

1995 May 05

date


principal's signature

Canadian Achievement Tests



Seneca Elementary School

1994 - 1995

Grade 3

Canadian Achievement Tests (2nd Edition)

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994 -95**

Seneca Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Seneca School has an enrollment of 244. Our school population includes two self-contained classes for the Developmentally Challenged and one for Speech and Language. We have a significant ESL population of 16.0%. Figures from the Research Department indicate a relatively stable school community. In the 1993/1994 school year 91% of those registered on September 15 remained through to June 26.

Seneca has an small but active Home and School association. The Star Program from the Hamilton Housing Project at Purnell uses our school facilities for some of its activities.

PARTICIPANTS

Number of students ENROLLED in Grade 3: 28

Number of students for whom part
or all of the test was INVALID*: 2

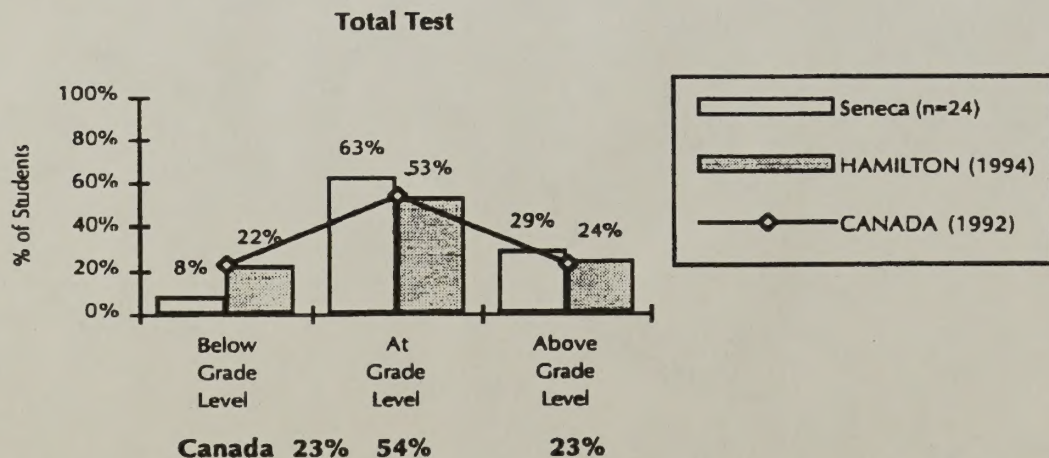
Number of students absent for
part or all of test: 2

Number of students COMPLETING
entire test: 24

General Comments on students and the testing process:

Two of our students did not complete the CAT; one student is ESL and the other is an exceptional student. One student only completed the final section of the test as she was admitted to Seneca during the testing period. A fourth student was absent for part of the test. Testing was conducted by the grade three teachers. Teachers and the principal have attended in-service session.

GRADE 3 TEST RESULTS

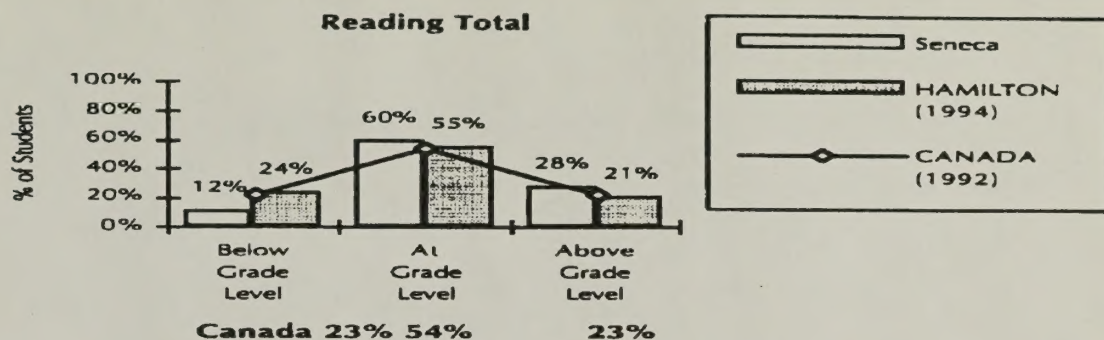


Summary Statement:

At Seneca, 92 % of our grade three students performed at or above Grade level compared to 77% across HAMILTON and 77% nationally.

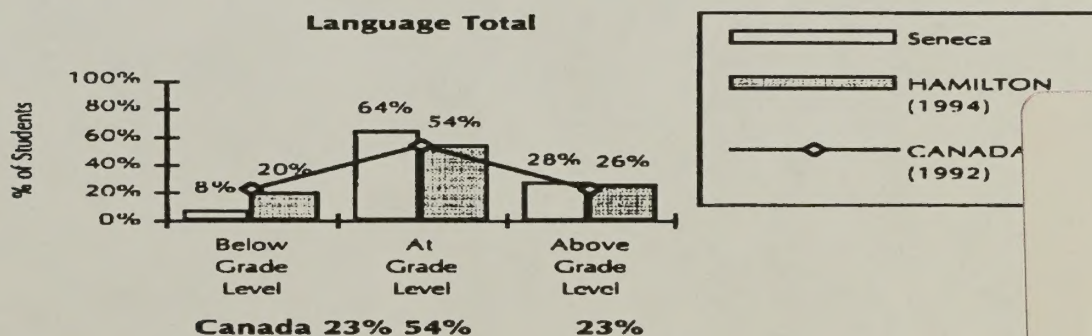
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS



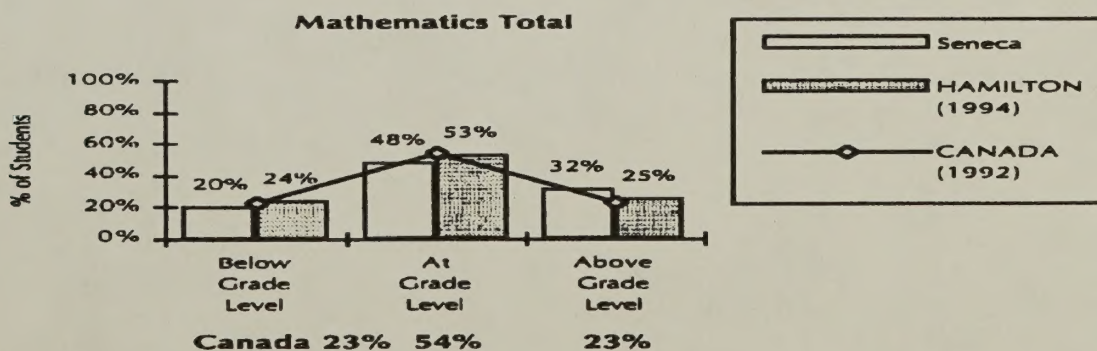
Summary Statement:

At **Seneca**, 88% of our grade three students performed at or above grade level compared to 76% across **Hamilton** and 77% nationally.



Summary Statement:

At **Seneca**, 92% of our grade three students performed at or above grade level compared to 80% across **Hamilton** and 77% nationally.



Summary Statement:

At **Seneca**, 80% of our grade three students performed at or above grade level compared to 78 % across **Hamilton** and 77 % nationally.

SCHOOL INTERPRETATION: Results in Context

Combined "grade level" and "above grade level" percentages indicate that our grade three students are performing above city and national levels in all areas.

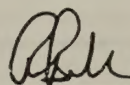
Teaming between our two grade three teachers is very strong. Expectations and plans are collaboratively developed, implemented and evaluated. Both classes are grade 2/3 splits and so the students have worked with the teachers for two years. We feel that these factors are having a positive impact on student achievement. As well, a number of our students are high performers. Four grade three students have been screened for the gifted program.

PARTICIPANTS

Area(s) of Focus: During the months of May and June the Staff at Seneca will be reviewing the CAT scores and, working as a team, will develop an action plan which will address the relative strengths and weaknesses as indicated in the results and will develop a process to communicate the plan to parents and the community.

<i>Process</i>	<i>Timeline</i>
- School Results Reporting Form completed and submitted to the Superintendent of Schools and the Superintendent of Program	MAY 5, 1995
- Results of summary shared with all staff	MAY 1995
- Results of summary shared with parents	MAY 23, 1995
- Creation of planning team to include grade three teachers, teacher librarian and other teachers	MAY 1995
- Detailed interpretation of results. Identification of areas of success and relative strengths and weaknesses	MAY/JUNE 1995
- Development of action plan to maintain effective strategies and address area of relative weakness	JUNE 1995
- Communicate plan to parents and community	SEPTEMBER 1995

May 5/95.



Canadian Achievement Test Results



Sherwood Heights
May 1995

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Sherwood Heights Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Our school draws from approximately 16 different census tracts with the majority of the population coming from tracts 1.02 and 24. Those areas are bounded by Upper Gage, Upper Ottawa, Stonechurch and Limeridge as well as Upper Ottawa, Fennell Avenue and the Mountain Brow. There is a mixture of economic and educational backgrounds which provide a diversified learning community. In addition to the regular JK-5 programme, we have in place English as a Second Language and Junior Speech & Language classes.

PARTICIPANTS

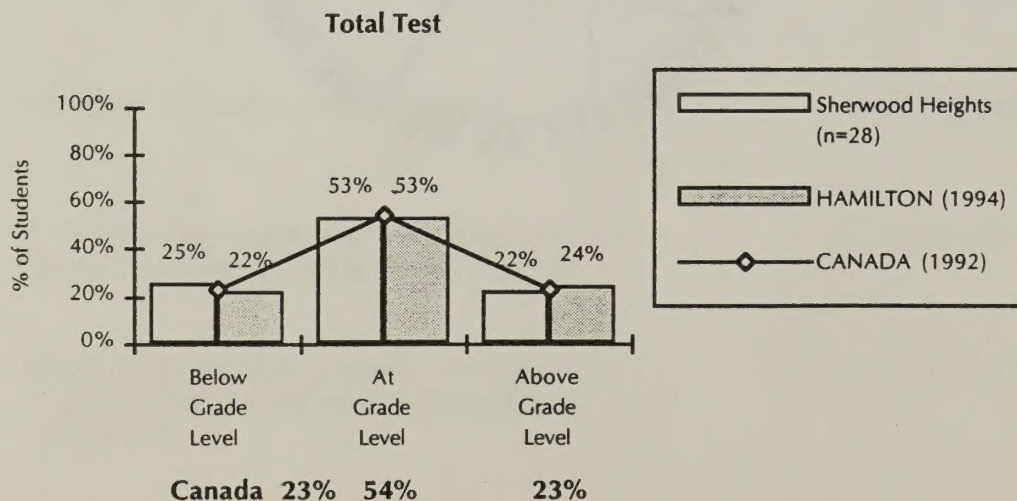
Number of students ENROLLED in Grade 3 33

Number of students for whom part or all of the test was INVALID*: <u>2</u>	Number of students ABSENT for part or all of test: <u>3</u>	Number of students COMPLETING entire test: <u>28</u>
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General Comments on students and the testing process:

Testing was completed during the test period and was administered by the classroom teacher.

GRADE 3 TEST RESULTS

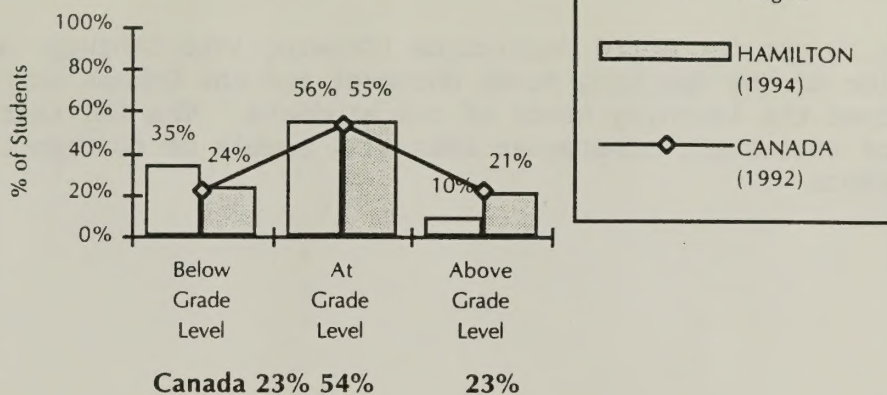


Summary Statement: 75% of Sherwood Heights students scored at or above Grade 3 level

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

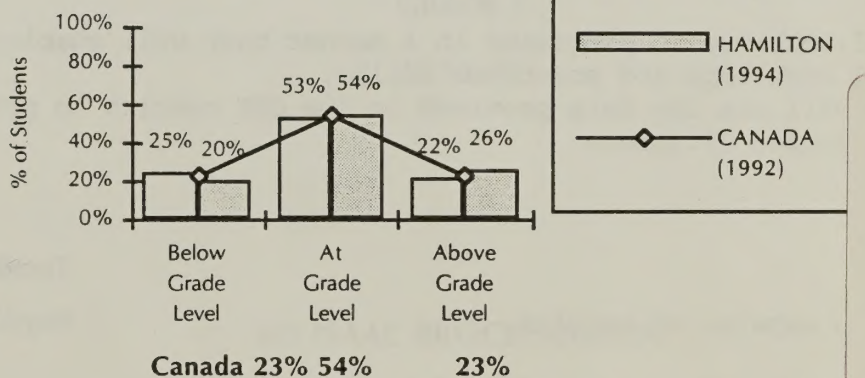
GRADE 3 TEST RESULTS

Reading Total



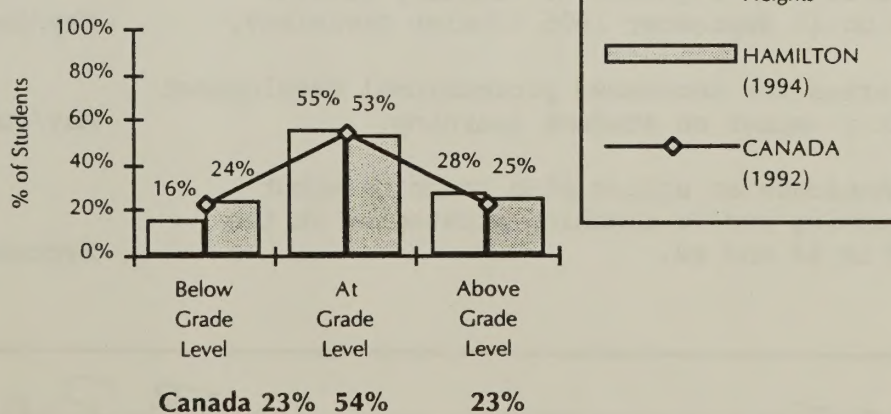
Summary Statement: 66% of students scored at or above Grade 3 level

Language Total



Summary Statement: 75% of students scored at or above Grade 3 level

Mathematics Total



Summary Statement: 83% of students scored at or above Grade 3 level

School Interpretation: Results in Context

In September 1995, the staff at Sherwood Heights began a specific focus on literacy following a two-year focus on the writing strand of language development.

We plan to continue to use our Board Curriculum (Growing Into Language and Celebrating Language) in addition to the Spelling Sense document and the Common Curriculum outcomes to continue to address the learning needs of our students. The CAT test will be one tool in a variety of assessment strategies that will enable us to report student progress to our parents.

School Planning Response

• Area(s) of Focus:

Mathematics - We will continue to programme in a manner that will enable our students to develop conceptual knowledge and practical skills.

Language - Our staff will use the data provided in the CAT results to programme in both the Primary and Junior Divisions.

• Process:

Timeline

- | | |
|---|----------------|
| 1. Celebrate positive aspects of results. | May/June 1995 |
| 2. Share results with parents at a meeting of teachers and parents. | May/June 1995 |
| 3. Examine Grade 3 results and identify area(s) to target beginning in September 1995 (Primary Division). | May/June 1995 |
| 4. Examine Grade 6 data from Highview to identify area(s) to target beginning in September 1995 (Junior Division). | May/June 1995 |
| 5. Identify needed areas for increased professional development that would directly impact on student learning. | May/June 1995 |
| 6. Develop then communicate an action plan to bring about changes in programming and/or teaching strategies in the areas identified in #3 and #4. | September 1995 |

May 4, 1995

date

EB. Reddie

principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

SIR ISAAC BROCK SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Sir Isaac Brock Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Sir Isaac Brock has 65% of the student population bussed in from communities outside the immediate location of the school. The school has a population of 290 students.

PARTICIPANTS

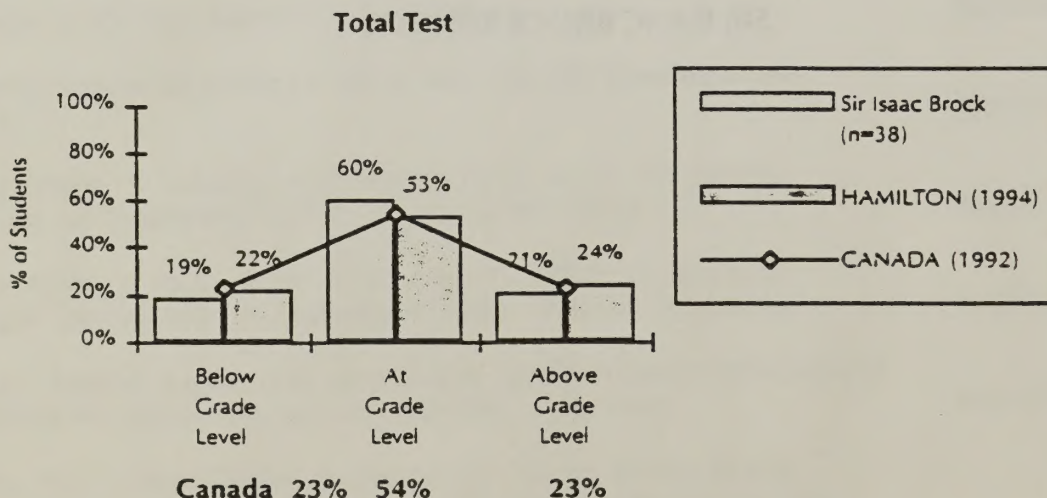
Number of students ENROLLED in Grade 3 43

Number of students for whom part or all of the test was INVALID*: 5	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 38
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General Comments on students and the testing process:

Testing situation was valid.

GRADE 3 TEST RESULTS



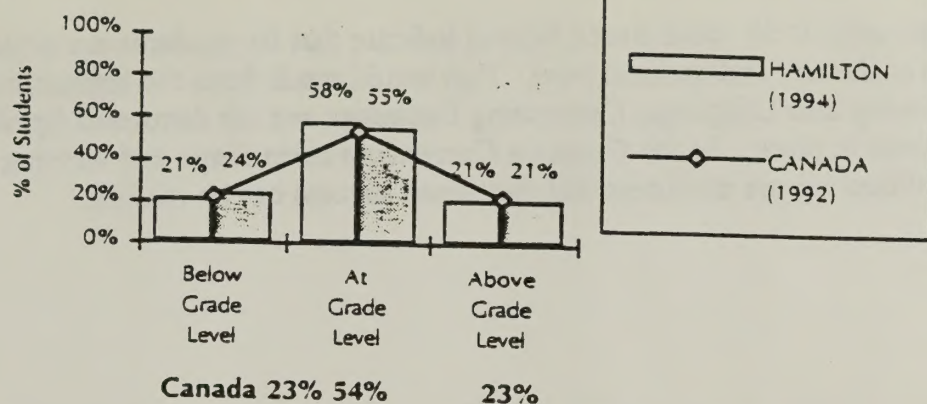
Summary Statement:

In our school 81% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

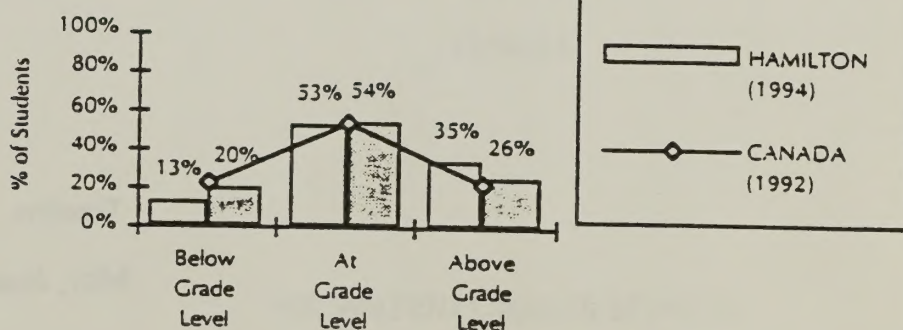
Reading Total



Summary Statement:

In our school 79% of our Grade 3 students scored At or Above Grade Level on the Reading Test compared to 76% across Hamilton and 77% nationally.

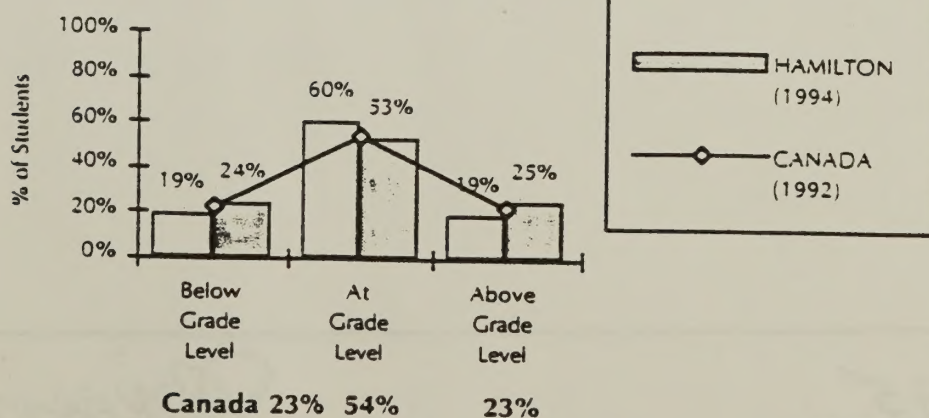
Language Total



Summary Statement:

In our school 88% of our Grade 3 students scored At or Above Grade Level on the Language Test compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school 79% of our Grade 3 students scored At or Above Grade Level on the Mathematics Test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The results of the tests at Sir Isaac Brock School indicate that the students are achieving above the norm at the city and national level. This would result from the implementation process for Growing Into Language, Celebrating Language and the document Spelling Sense that has been in place. As the Common Curriculum takes shape and learning outcomes are utilized we are confident that continued success can be realized.

School Planning Response

• Area(s) of Focus:

• Process:

Timeline

May, June

A committee had been formed to review the test scores and plan for a focus for the school year 1995/96. This committee will also identify what is working well and celebrate those successes.

May 2/95
date

[Signature]
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

SIR WILFRID LAURIER SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Sir Wilfrid Laurier Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Sir Wilfrid Laurier School is a large primary-junior school, (JK-5), located in the east end of the lower city. The school has an enrolment of approximately 600 plus pupils and a mobility rate slightly higher than the city average, (13% versus 10%). The school has a Daycare attached as well as a Recreation Centre. There are five self-contained Special Education classes housed in the school and English as a Second Language support is provided to approximately 10% of the student population by two full-time staff members. The school is supported by a small, but active parent group and a large number of community volunteers. A well-developed school plan currently places emphasis on strategies to provide effective programmes addressing social skills, safety, the environment, computer literacy, positive school-community relations, and quality curriculum delivery.

PARTICIPANTS

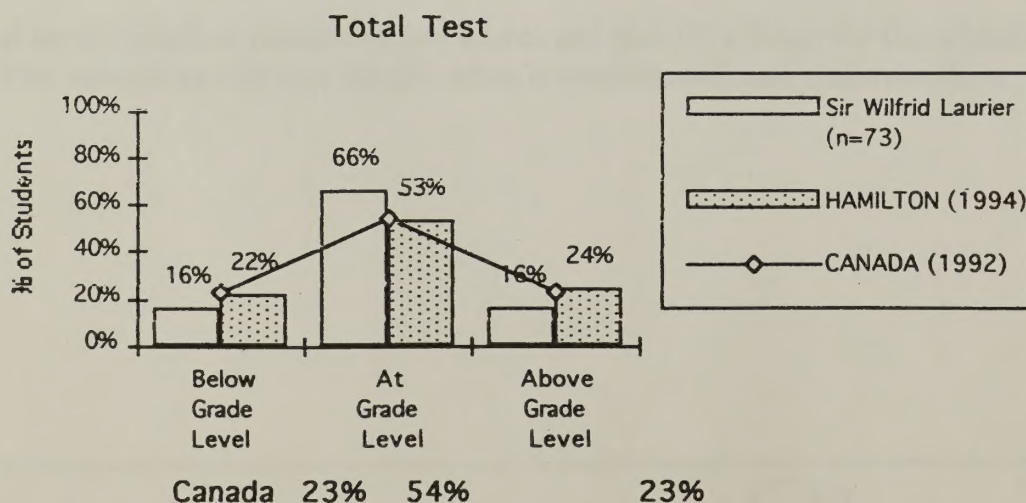
Number of students ENROLLED in Grade 3 - 81

Number of students for whom part or all of the test was INVALID*: 3	Number of students ABSENT for part or all of test: 5	Number of students COMPLETING entire test: 73
---	--	---

General Comments on students and the testing process:

Testing was carried out over several days in November, 1994. Students were tested in their own classrooms with the exception of 12 students from a grade 3/4 classroom who were dispersed to the grade 3 classrooms. Testing was carried out by the school Principal, Vice-Principal and Learning Resource Teacher, each of whom worked with one classroom of students for the entire testing process. Students who were absent for a small portion of the testing process were given an opportunity to complete testing on an individually-supervised basis. A minimal number, (3), of the students were deemed to have part or all of the test results identified as invalid.

GRADE 3 TEST RESULTS

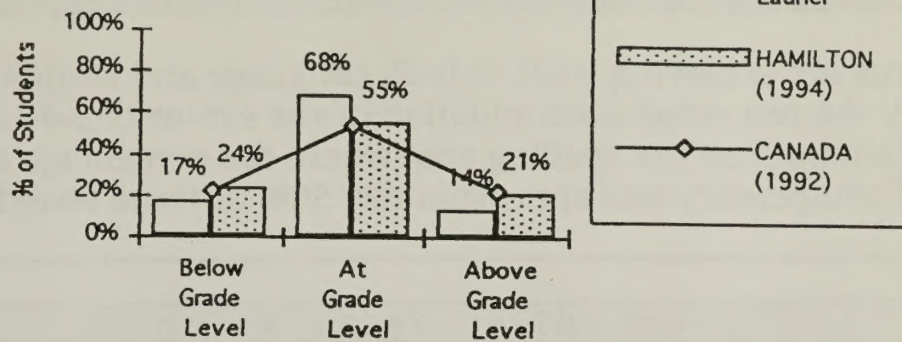


Summary Statement: In our school, 82% of our Grade 3 students scored at or above grade level on the Total compared to 77% across Hamilton and 77% nationally. Students exceeded city-wide and national percentages for scoring at or above grade level in all three subtests comprising Reading, Language and Mathematics.

***INVALID:** Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

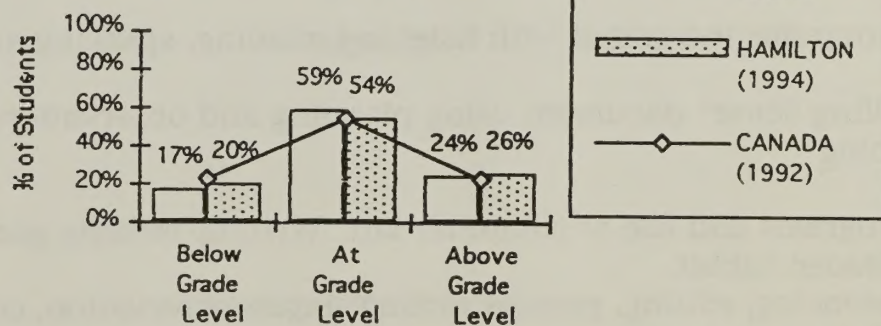
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school 82% of our Grade 3 students scored at or above grade level in the Reading compared to 76% across Hamilton and 77% nationally. Students exceeded city-wide and national percentages for scoring at or above grade level in all three subtests comprising of Reading, Language and Mathematics.

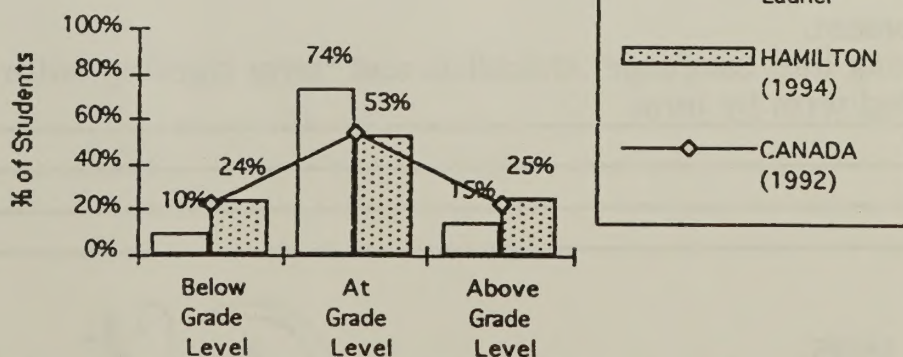
Language Total



Canada 23% 54% 23%

Summary Statement: In our school, 83% of our grade 3 students scored at or above grade level on the Language compared to 80% across Hamilton and 77% nationally. Students exceeded city-wide and national percentages for scoring at or above grade level in all three subtests comprising of Reading, Language and Mathematics.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school, 89% of our Grade 3 students scored at or above grade level on the Mathematics compared to 78% across Hamilton and 77% nationally. Students exceeded city-wide and national percentages for scoring at or above grade-level in all three subtests comprising Reading, Language and Mathematics.

School Interpretation: Results in Context

While students are achieving well in both Language and Mathematics areas as evidenced by the test results, examination of the sub-tests indicates a need to focus future programming on the Spelling area where the percentage of pupils testing at a 'low level' of competency was approximately 50% of those tested.

School Planning Response

• Area(s) of Focus:

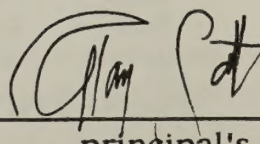
Spelling: vowels, consonants, structural units
Word Analysis: roots/affixes

• Process/Tracking/Timelines:

- 1) Daily spelling programs integrated with listening, reading, speaking and writing strands.
Tracking: "Spelling Sense" document using planning and observation sheets.
Timeline: on-going
- 2) Daily writing programs and use of computer lab. Writing/reading games, i.e. Alphabet Zoo, Reader Rabbit.
Tracking: Conferencing, editing, process writing stages, observation, computer stories, portfolio samples.
Timeline: on-going
- 3) Whole class, small group, individual instruction as part of daily language program.
Tracking: Literature examples, collection of work samples. Teachers will use diagnostic, formative and summative assessment and evaluation.
Timeline: on-going
- 4) Stages of development.
Tracking: "Growing Into Language" checklists and "term tracking" with administrator.
Timeline: reviewed term by term

May 4, 1995

date



principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

STINSON STREET SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Stinson Street Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Stinson Street School is a Junior Kindergarten to Grade 5 school located in the city core. The community it serves is a diverse mix of race and ethnicity, of incomes and lifestyles, but most of the students in the school come from impoverished homes. The school population is very mobile, with 32% of the students not staying in the school for a full academic year due to a change of residence.

PARTICIPANTS

Number of students ENROLLED in Grade 3 36

Number of students for whom part or all of the test was INVALID*: 5

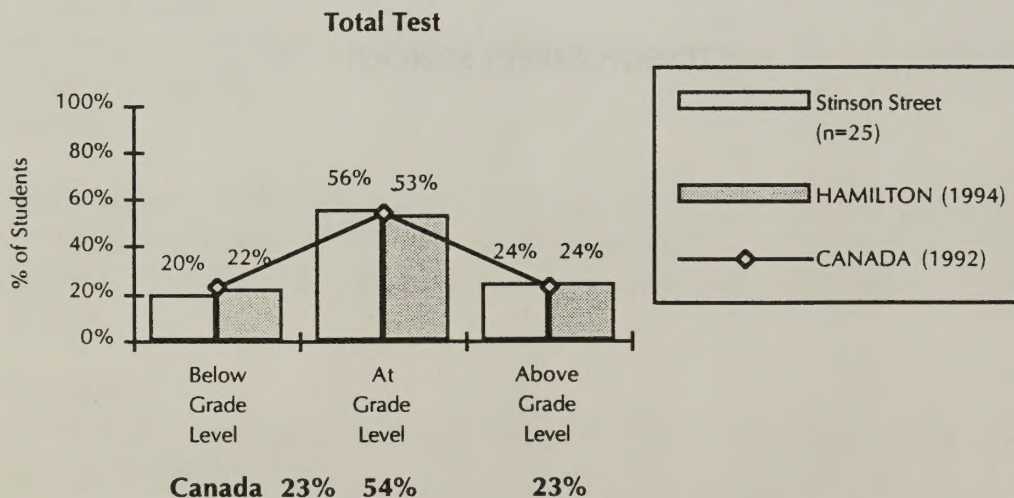
Number of students ABSENT for part or all of test: 4

Number of students COMPLETING entire test: 25

General Comments on students and the testing process: 11% absence is not unusual.

The five students for whom the test was invalid were students for whom English is a new, second language. It was felt that their inabilities in the English language would prevent them from understanding the test.

GRADE 3 TEST RESULTS

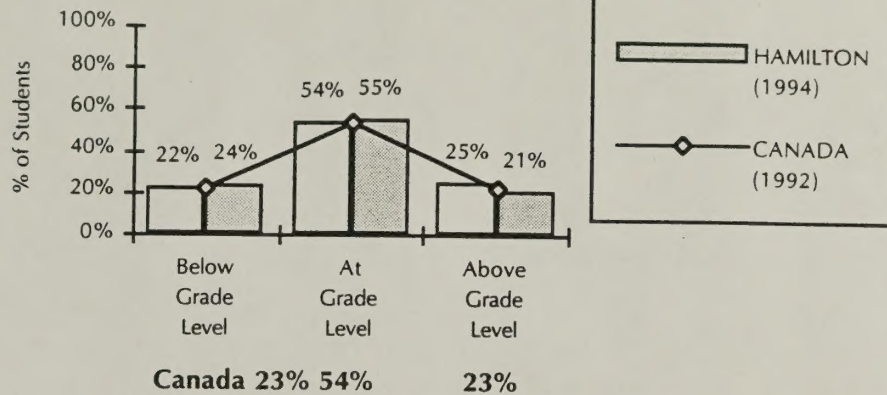


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

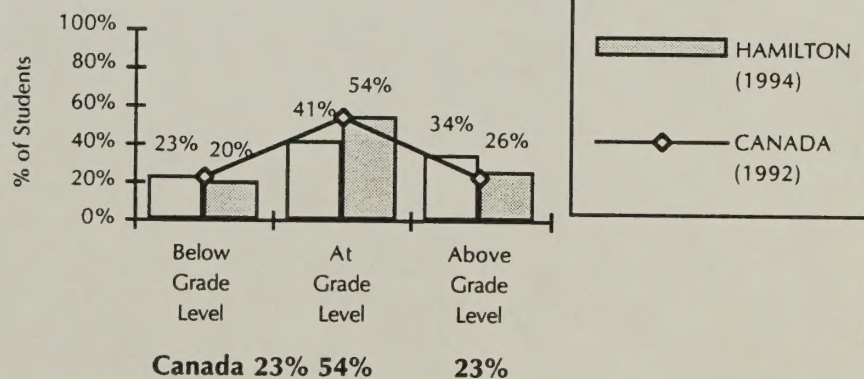
GRADE 3 TEST RESULTS

Reading Total



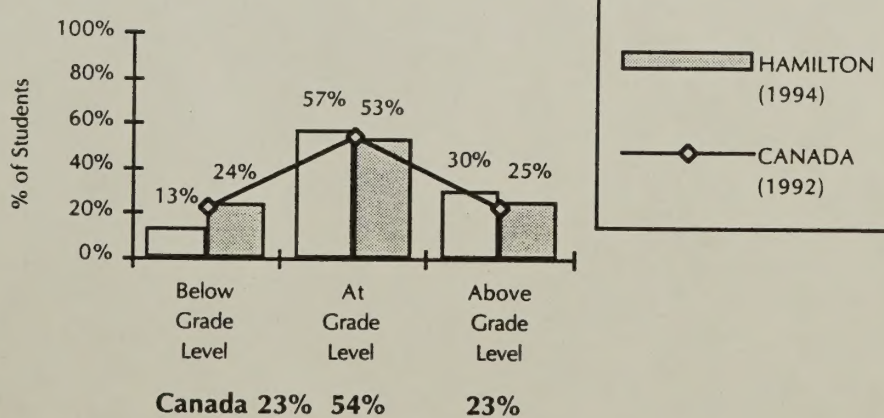
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

STINSON STREET SCHOOL

MATHEMATICS: It is obvious that students are operating above both local and national norms in this area. The Primary Math program would seem to be effective.

READING The results for this school are slightly above both national and local norms.

LANGUAGE: The results show more students reading above grade level than the norm, both nationally and locally. While the proportion of Stinson students reading below grade level is higher than local norms, it is equal to national norms. Fewer students are at grade level than would have been expected.

Given the poor language background of many of the students at the school, these results, which show overall better achievement rates than would have been expected, indicate that the Primary language program is effective.

School Planning Response

• Area(s) of Focus:

Implementation of The Common Curriculum, Grades 1 - 9, with related outcomes and standards in Language and Mathematics.

• Process:

Timeline

Staff becomes familiar with provincial curriculum documentation

Spring 1995

Primary staff becomes aware of specifics of CAT results for the school (areas of strength & weakness)

Spring 1995

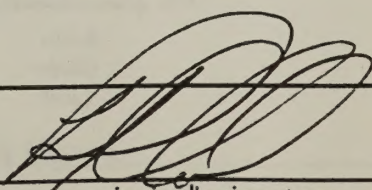
Primary Division staff becomes familiar with Board & Ministry curriculum in English & Math

Fall 1995, as available

Primary Division staff begins to implement Board & Ministry curricula

as possible.

MAY 15 '95
date


principal's signature

CANADIAN ACHIEVEMENT TESTS

(2nd Edition)

GRADE 3 (1994 - 95)

STRATHCONA ELEMENTARY SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Strathcona Elementary School

1

NATURE OF THE SCHOOL AND COMMUNITY

The Strathcona Community is a long-established community steeped in history. A great sense of pride is very much in evidence. It is diverse in terms of its ethnic and cultural mix. It would appear to be evenly divided in terms of community members who are long-term stable residents and those who are mobile. There seems to be an increase in mobility over the last five years. There would also appear to be an increased number of single parent and reconstituted families, and increased economic hardship through unemployment.

In its relationship with the school, the Strathcona community expects the provision of a safe and caring learning environment for its children, and a quality education program which included clear indicators of student achievement and success. Community members want to feel valued and "listened to" by the school. At the same time, the school is expected to provide direction and leadership. There is a demonstrated willingness to support the school in a positive partnership, and school events of a social nature are welcomed and enjoyed by the community.

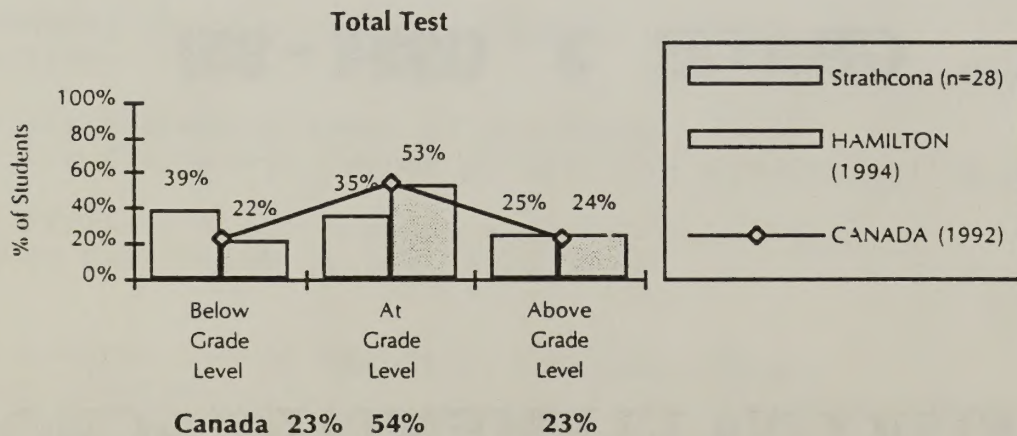
PARTICIPANTS

Number of students ENROLLED in Grade 3 30

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 1	Number of students COMPLETING entire test: 28
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General Comments on students and the testing process:
Testing was co-ordinated and administered by the teacher of the Grade 3 students. Teacher was appropriately in-serviced by the Hamilton Board of Education in terms of administration and interpretation of the C.A.T. results. Optimum conditions were met, and the administration of the test was precise.

GRADE 3 TEST RESULTS

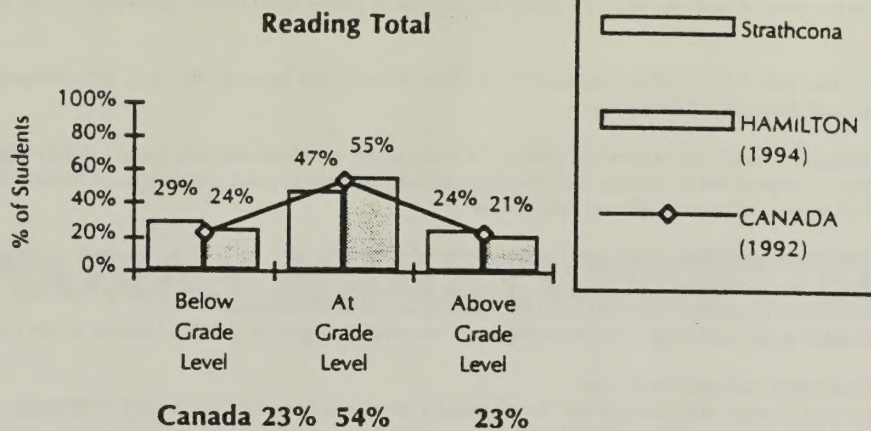


Summary Statement:

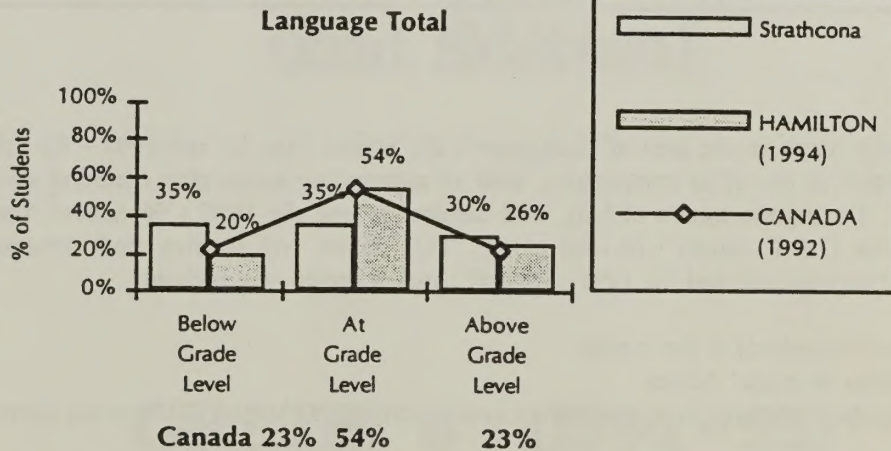
In our school, 60% of our Grade 3 students scored At or Above Grade Level on the Total Test Results as compared to 77% across Hamilton and 77% nationally:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

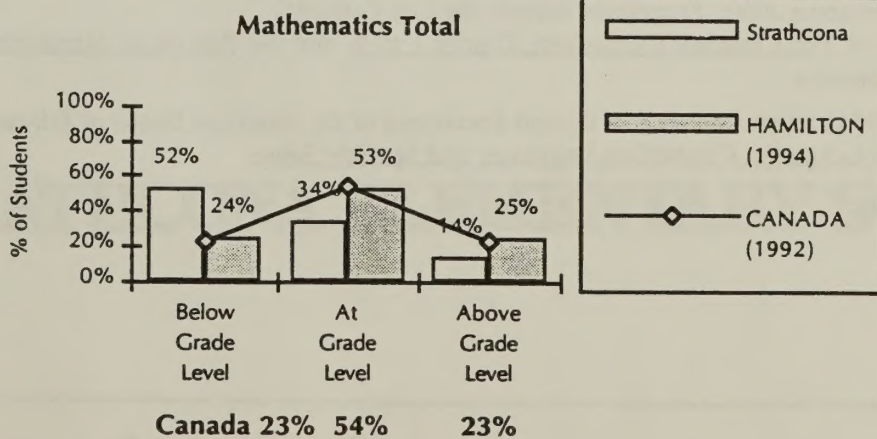
GRADE 3 TEST RESULTS



Summary Statement: In our school, 71% of our Grade 3 students scored at or above Grade Level on the Reading Total as compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 65% of our Grade 3 students scored at or above Grade Level on the Language Total as compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 48% of our Grade 3 students scored at or above Grade Level on the Mathematics Total as compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

it must be remembered that some of the items "tested" on the C.A.T. either don't appear as part of the Hamilton curriculum, or do appear but are taught at a later date

considering the "Total Test Score", from Gds. 3 to 6, "age of students At or Above Grade Level has risen by a full 10%, bringing our students above the Hamilton average, and closer to the national one.

school program DOES make a difference! It is recognized that the Grades 3 & 6 test scores have been obtained using 2 different groups of students. However, they would seem to support the notion that there has been effective program in place, and that fewer students by the end of Grade 6 are "below grade level" because of, in part, effective remediation.

at the Gd. 3 level, children tested near beginning of the school year

thus, K - Gd. 2, not Gd. 3, implicated in the assessment

also implicated is the variety of experiences the children bring to school prior to their arrival in Kindergarten

positive experiences which are stimulating and enriching, prior to school entry, are critical to growth and development in the primary years

socio-economic hardship provides additional challenges to all of us

test scores also reflect the difference in a younger child being in the "developmental stage" in terms of the acquisition of language skills, and older children who have developed higher level thinking and reading skills.

School Planning Response

• Area(s) of Focus:

In order to address specific needs in the area of "Language", the School Plan for the 1994 - 95 School Year has included "Literacy" as one of its components, with an appropriate action plan denoting specific outcomes and strategies. During the month of May, and continuing into the 1995 - 96 School Year, a review and analysis of the C.A.T. scores will take place. This review will involve staff committees representative of both the current staff and the 1995 - 96 staff. Such a review will include:

- 1) a celebration of the positive aspects of the results,
- 2) an analysis of the "Below Average" Scores,
- 3) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in 2) above,
- 4) communication of the action plan.

Such review and analysis, and the development of next year's School Plan, must:

- a) be seen as the natural evolution (growth and development) of the current School Plan,
- b) be seen as part of "Countdown 2000: Strathcona School, the 21st Century",
- c) be seen in the context of The Common Curriculum, Grades 1 to 9, and the Provincial Standards for both Language and Mathematics,
- d) reflect the philosophy and practice embodied in current documents of the Hamilton Board of Education, specifically, Growing Into Language, Celebrating Language, and Spelling Sense.

May 5 / 95
date

John C. Leek / Paula Salmon
principal's signature

CANADIAN ACHIEVEMENT TESTS

(2nd Edition)

GRADE 6 (1994 - 95)

STRATHCONA ELEMENTARY SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

Strathcona Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The Strathcona Community is a long-established community steeped in history. A great sense of pride is very much in evidence. It is diverse in terms of its ethnic and cultural mix. It would appear to be evenly divided in terms of community members who are long-term stable residents and those who are mobile. There seems to be an increase in mobility over the last five years. There would also appear to be an increased number of single parent and reconstituted families, and increased economic hardship through unemployment.

It its relationship with the school, the Strathcona community expects the provision of a safe and caring learning environment for its children, and a quality education program which included clear indicators of student achievement and success. Community members want to feel valued and "listened to" by the school. At the same time, the school is expected to provide direction and leadership. There is a demonstrated willingness to support the school in a positive partnership, and school events of a social nature are welcomed and enjoyed by the community.

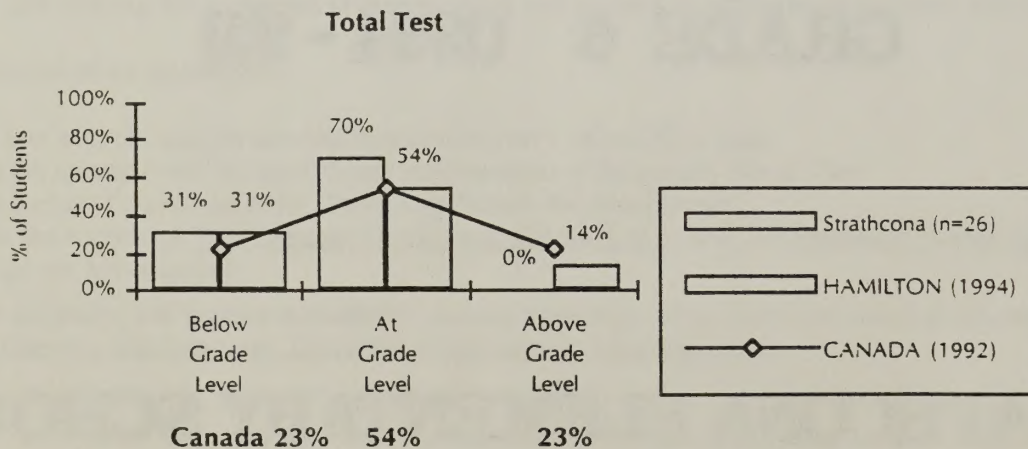
PARTICIPANTS

Number of students ENROLLED in Grade 6 26

Number of students for whom part or all of the test was INVALID*: <u>1</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>26</u>
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General Comments on students and the testing process: Testing was co-ordinated and administered by the teacher of the Grade 6 students. Teacher was appropriately in-serviced by the Hamilton Board of Education in terms of administration and interpretation of the C.A.T. results. Optimum conditions were met, and the administration of the test was precise.

GRADE 6 TEST RESULTS

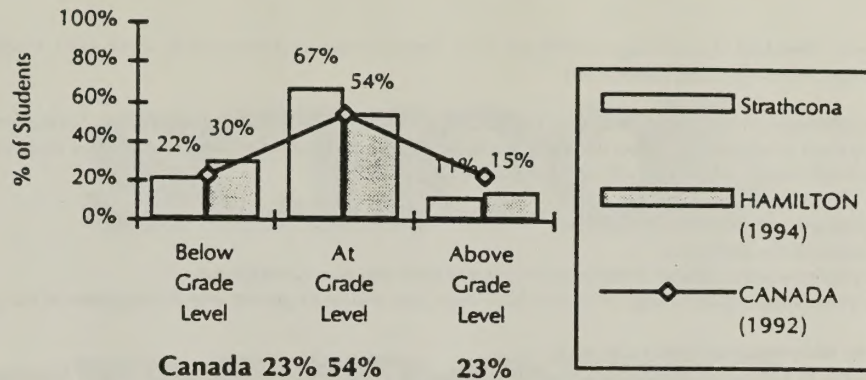


Summary Statement: In our school, 70% of our Grade 6 students scored at or above Grade Level on the Total Test Results as compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

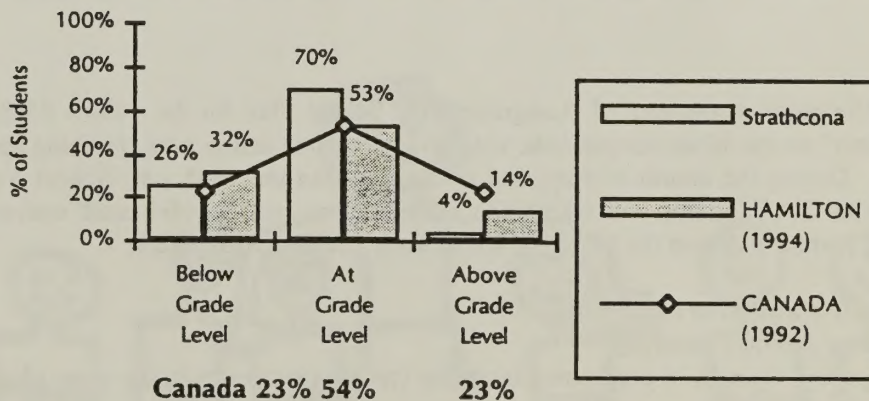
GRADE 6 TEST RESULTS

Reading Total



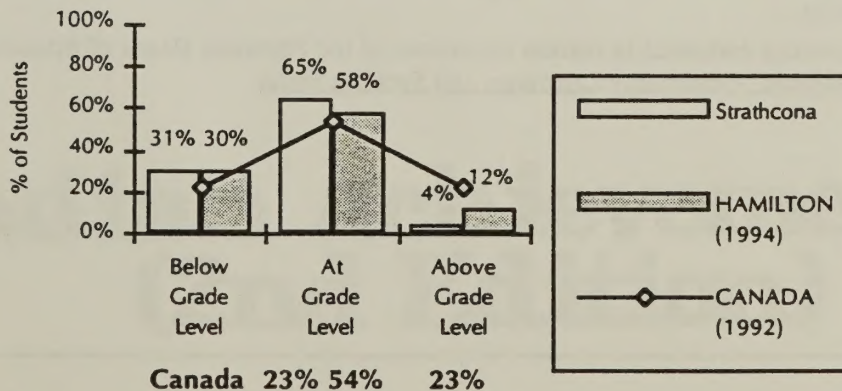
Summary Statement: In our school, 78% of our Grade 6 students scored at or above Grade Level on the Reading Total as compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: In our school, 74% of our Grade 6 students scored at or above Grade Level on the Language Total as compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school, 69% of our Grade 6 students scored at or above Grade Level on the Mathematics Total as compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

it must be remembered that some of the items "tested" on the C.A.T. either don't appear as part of the Hamilton curriculum, or do appear but are taught at a later date

considering the "Total Test Score", from Gds. 3 to 6, %age of students At or Above Grade Level has risen by a full 10%, bringing our students above the Hamilton average, and closer to the national one.

school program DOES make a difference! It is recognized that the Grades 3 & 6 test scores have been obtained using 2 different groups of students. However, they would seem to support the notion that there has been effective program in place, and that fewer students by the end of Grade 6 are "below grade level" because of, in part, effective remediation.

at the Gd. 3 level, children tested near beginning of the school year

thus, K - Gd. 2, not Gd. 3, implicated in the assessment

also implicated is the variety of experiences the children bring to school prior to their arrival in Kindergarten

positive experiences which are stimulating and enriching, prior to school entry, are critical to growth and development in the primary years

socio-economic hardship provides additional challenges to all of us

test scores also reflect the difference in a younger child being in the "developmental stage" in terms of the acquisition of language skills, and older children who have developed higher level thinking and reading skills.

School Planning Response

• Area(s) of Focus:

In order to address specific needs in the area of "Language", the School Plan for the 1994 - 95 School Year has included "Literacy" as one of its components, with an appropriate action plan denoting specific outcomes and strategies. During the month of May, and continuing into the 1995 - 96 School Year, a review and analysis of the C.A.T. scores will take place. This review will involve staff committees representative of both the current staff and the 1995 - 96 staff. Such a review will include:

- 1) a celebration of the positive aspects of the results.
- 2) an analysis of the "Below Average" Scores.
- 3) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in 2) above.
- 4) communication of the action plan.

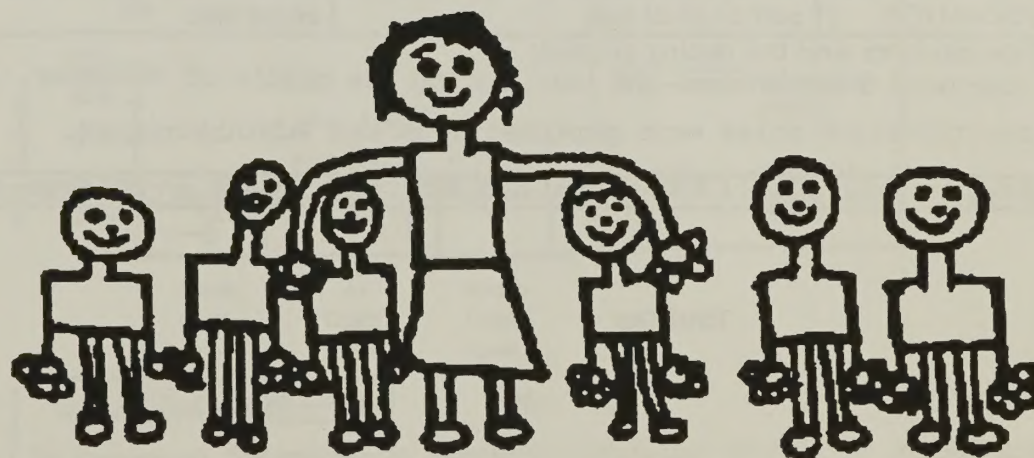
Such review and analysis, and the development of next year's School Plan, must:

- a) be seen as the natural evolution (growth and development) of the current School Plan.
- b) be seen as part of "Countdown 2000: Strathcona School, the 21st Century".
- c) be seen in the context of The Common Curriculum, Grades 1 to 9, and the Provincial Standards for both Language and Mathematics.
- d) reflect the philosophy and practice embodied in current documents of the Hamilton Board of Education, specifically, Growing Into Language, Celebrating Language, and Spelling Sense.

May 5 1995
date

John C. Lusk / Paula Salmon
principal's signature

THORNBRAE SCHOOL REPORT



**Canadian Achievement Test
(2nd Edition)**

Grade 3

1994-95

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Thornbrae Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Thornbrae Junior School has a student population of 410 students. It enjoys a stable school enrolment with only a 6% rate of mobility. English is a first language for the majority of our students, although English is a second language for over 10% of our families. Approximately 72% of our students are transported on school buses. There is a high level of parental involvement in a wide variety of school activities; a group of parents have been meeting since January '95 for the purpose of formulating a Thornbrae Parents' Council to further enhance the partnership. "It takes a community to raise a child."

PARTICIPANTS

Number of students ENROLLED in Grade 3 64

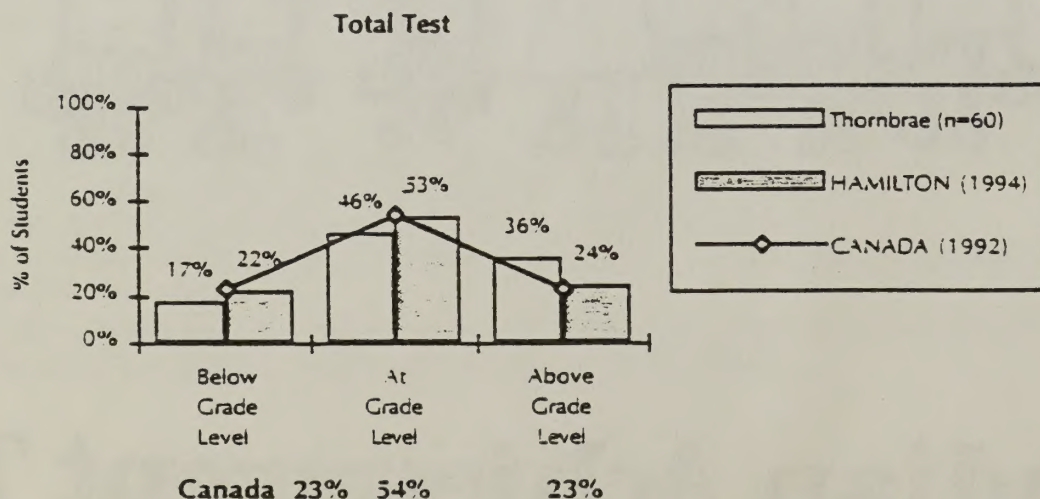
Number of students for whom part or all of the test was INVALID*: 2	Number of students ABSENT for part or all of test: 2	Number of students COMPLETING entire test: 60
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General Comments on students and the testing process:

Three classroom teachers administered the test during the middle of November, 1994.

Inservice and co-ordination roles were provided by School Administrators.

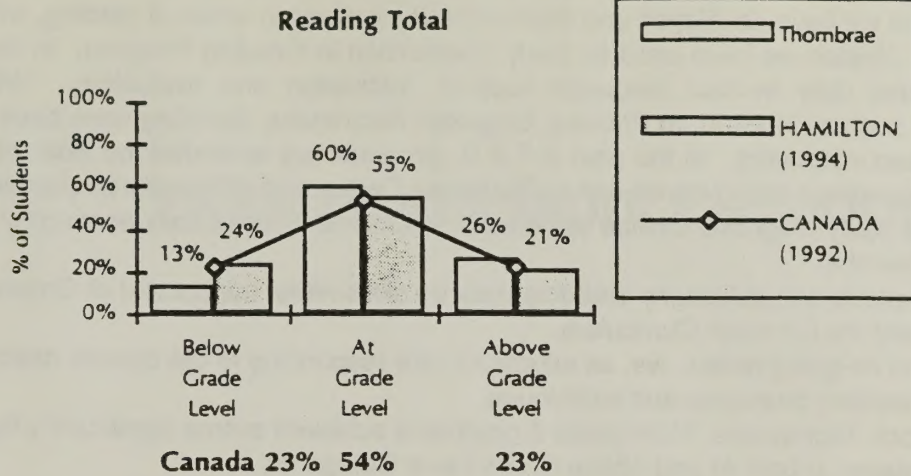
GRADE 3 TEST RESULTS



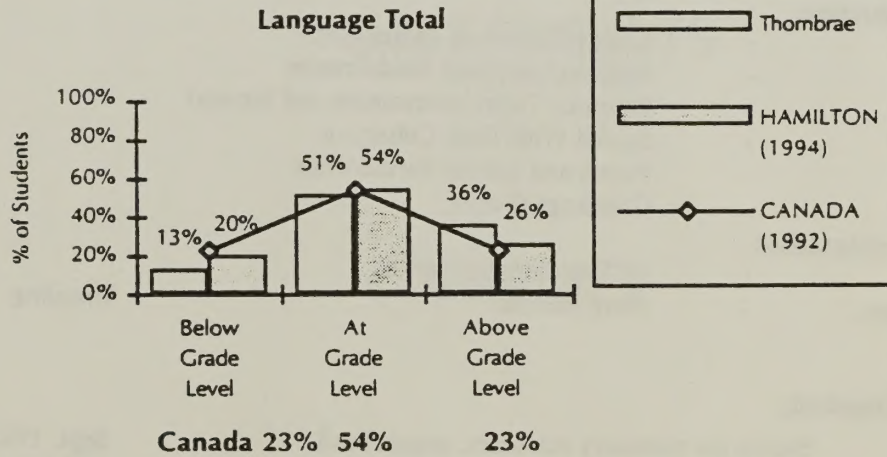
Summary Statement: In Thornbrae School 82% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

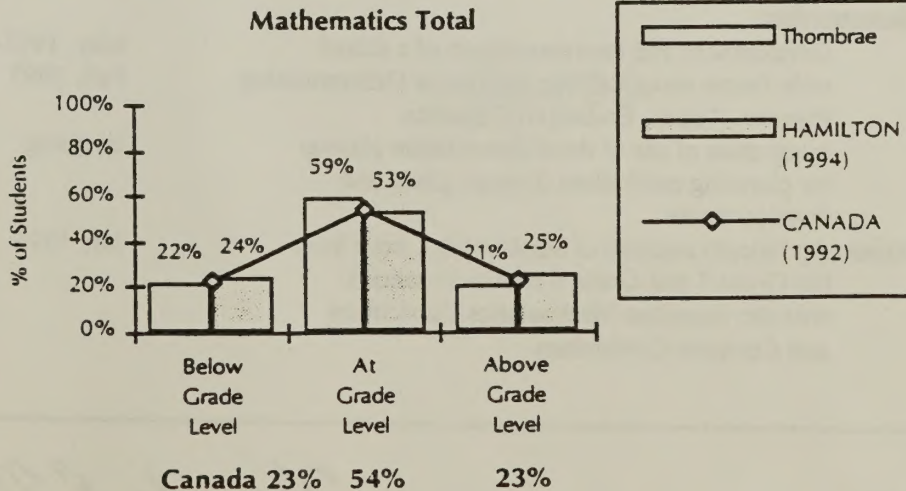
GRADE 3 TEST RESULTS



Summary Statement: In Reading Thornbrae's Students achieved 86% At or Above Grade Level as compared to 76% across Hamilton and 77% nationally.



Summary Statement: In Language Thornbrae's Students achieved 87% At or Above Grade Level as compared to 80% across Hamilton and 77% nationally.



Summary Statement: In Mathematics Thornbrae's Students achieved 80% At or Above Grade Level as compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Our success reflects extensive School Plans, which have addressed identified program needs at Thornbrae School. Specifically, as a school team we have developed and implemented initiatives in areas of reading, writing and spelling. By example, in the Primary Division we have used an Early Intervention in Reading Program; in the Junior Division, the Resource Team provides daily in-class language support, instruction and evaluation. Where appropriate, strategies and interventions such as Hooked on Phonics, Linguistic Awareness, Spalding have been delivered, by the Resource Team, teachers and volunteers. In the past a T.A.G. program has extended the skills of the talented and able students; this year the program has evolved into a Challenge Centre and differentiated planning to address the needs of all students. Home study programs provide systematic extensions of classroom learning by soliciting parental support in a meaningful partnership.

The Thornbrae report card reflects our philosophy and emphasis on skills within the context of Growing into Language, and Celebrating Language and the Common Curriculum.

After careful assessment and on-going review, we, as educators, are responding to the diverse needs of the individual students using a variety of teaching strategies and techniques.

At our receiving Middle School, Thornbrae's 1994 grade 5 graduates achieved scores significantly higher than School, Hamilton or National Percentages in both At and Above Grade Level Categories.

School Planning Response

• Area(s) of Focus:

Continuation:

- Early Intervention in Reading
- Reading/Language Modification
- Resource Team Intervention and Support
- School Wide Data Collection
- Parent and School Partnerships
- Challenge Centre

Implementation:

- Differentiation Planning

Review:

- Math Results

Timeline

• Process:

Continuation:

- Ensure the necessary resources, support and structures are in place to maintain and extend programs that have had direct impact on our success.

Sept. 1995
and on going

Implementation:

- Development and implementation of a school wide theme using the Samara-Currie Differentiation Planner. Topic: Endangered Species.
- Integration of use of the differentiation planner for planning curriculum through grade and division teams.

May, 1995-
Fall, 1995

on going

Review: An indepth analysis of Mathematics, both from the Grade 3 and Grade 6 results in concert with the Hamilton Mathematics Curriculum and Common Curriculum.

Jan. 1996

1995 05 05

date

Wanda E. McLaren
principal's signature

TWEEDSMUIR MIDDLE SCHOOL

C.A.T RESULTS

GRADE 6

1994/95

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Tweedsmuir Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Tweedsmuir Middle School serves a highly mobile community with a strong need for Compensatory Education. A large number of our pupils are Native-Canadian or have a non-Canadian family background.

PARTICIPANTS

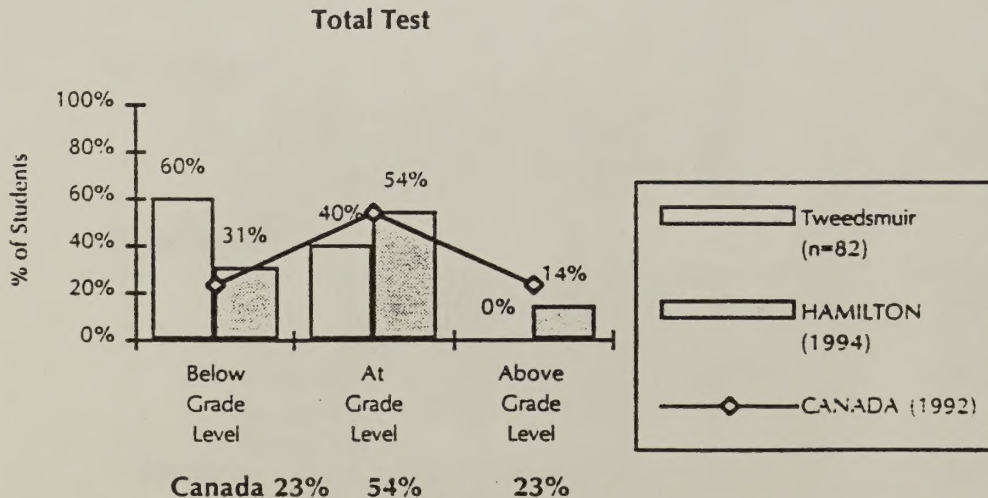
Number of students ENROLLED in Grade 6 97

Number of students for whom part or all of the test was INVALID*: <u>13</u>	Number of students ABSENT for part or all of test: <u>2</u>	Number of students COMPLETING entire test: <u>82</u>
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General Comments on students and the testing process:

At the time of testing, many of the pupils had been through the D.A.R.T. process or were already identified as Exceptional Regular Class.

GRADE 6 TEST RESULTS

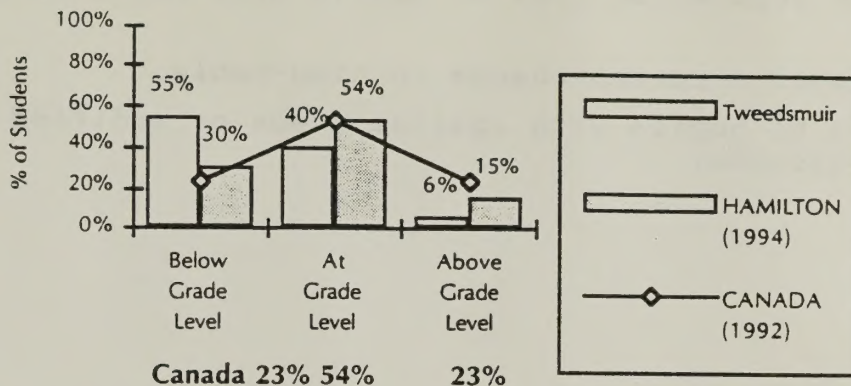


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

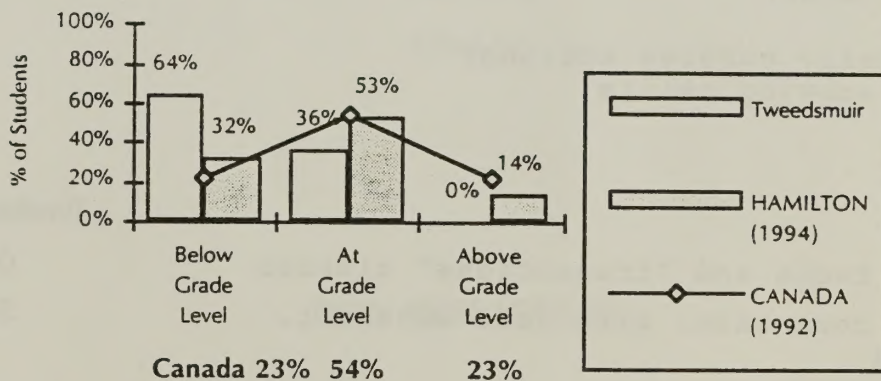
GRADE 6 TEST RESULTS

Reading Total



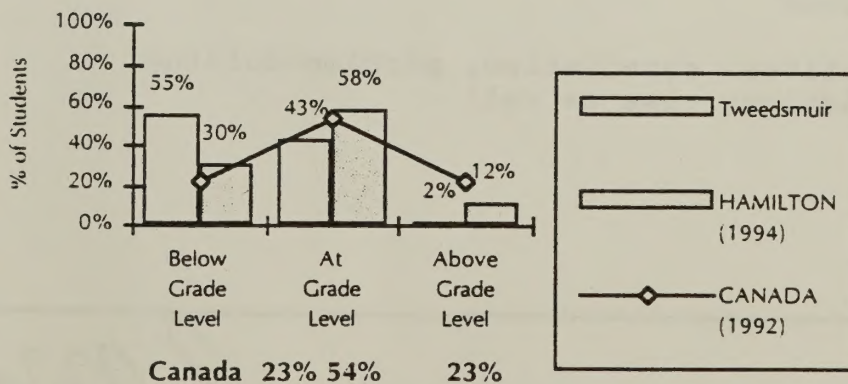
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

There are several factors which impact on our results. The major ones are:

1. highly mobile population (30% of pupils have had 6 or more school changes).
2. testing followed a recent change in time-table.
3. a high number of pupils with special needs or modified programs or ESL back-grounds.

School Planning Response

• Area(s) of Focus:

1. School organization
2. Reading
3. Writing (process, cursive writing)
4. Math problem solving skills

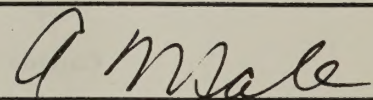
• Process:

Timeline (Start-Dates)

- | | |
|--|--------------|
| 1. - create math teams and "transitions" classes | Oct/Nov. 94 |
| - establish a core base, with less movement, class change | Sept. 95 |
| 2. Remediation by small group and individually | Feb. 95 |
| 3. - English team establish uniformity | Jan./Feb. 95 |
| - cursive writing on a weekly basis | Dec. 94 |
| Independent study groups for research and report back presentations | Mar./Apr. 95 |
| 4. Use of manipulatives, remediation, problem-solving challenges in Advisor time as well | |

1995 05 02

date



principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

VERN AMES SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3: 1994-95
Vern Ames Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Vern Ames has an ESL component which is approximately 10% of the school population. The school population is relatively stable with only a 9% mobility rate per year. The Vern Ames school population comes from two distinct areas. Fifty-five percent of the children walk to school and live in the immediate neighbourhood bounded by Limeridge Rd. E., Upper Gage, Mohawk Rd. E. and Upper Sherman. These children come from owned or rented single family homes. The remaining forty-five percent are bused from one area south of Rymal Rd. E. between Miles Rd. and Trinity Church Rd. and another area east of the CNR tracks south of Limeridge Rd. E. These children live in a variety of relatively new housing subdivisions ranging from rental townhouse complexes to large single family-owned homes. The PTS (Parents, Students and Teachers) is an active parents group linked with Vern Ames School.

PARTICIPANTS

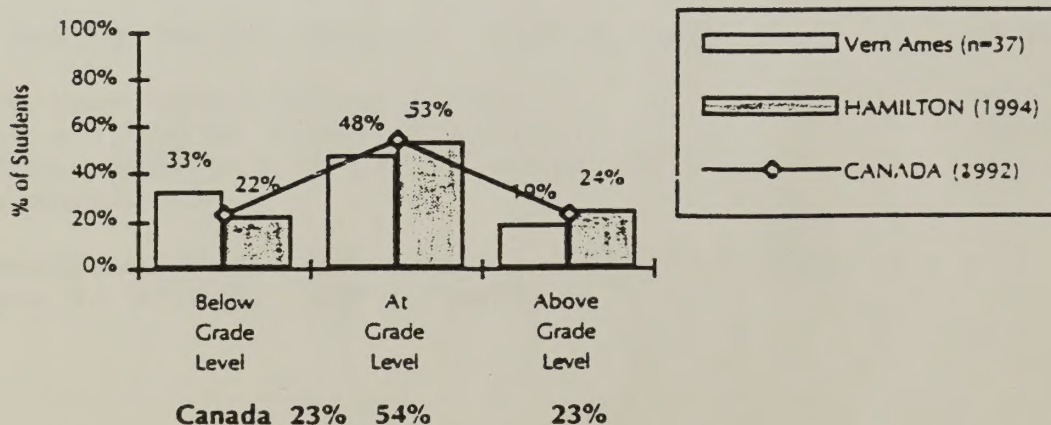
Number of students ENROLLED in Grade 3 45

Number of students for whom part or all of the test was INVALID*: <u>4</u>	Number of students ABSENT for part or all of test: <u>4</u>	Number of students COMPLETING entire test: <u>37</u>
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General Comments on students and the testing process:

Because Vern Ames is an open concept school, the tests were administered by the classroom teachers in the music portable or in the grade 5 classroom to limit distractions and interruptions. During the testing month 3 students moved out of Vern Ames and 1 student moved in. Absences were a concern and 4 children were unable to complete all the sub tests. Few students were excluded despite their learning disabilities and understanding of English.

Total Test



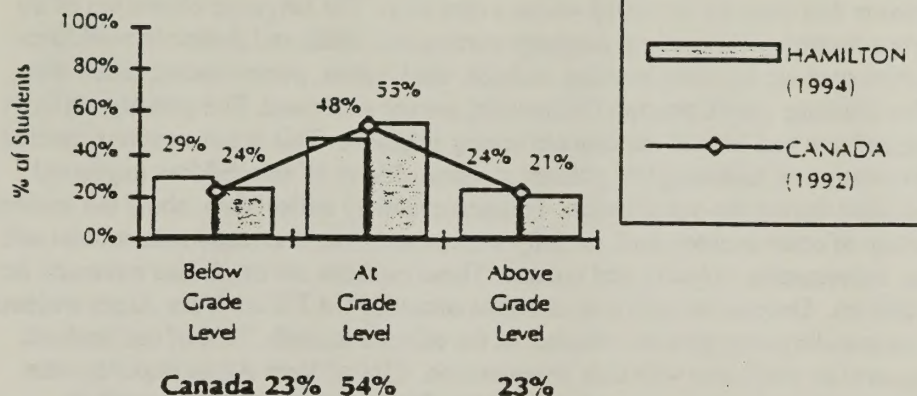
Summary Statement:

In our school, 67% of our Grade 3 students scored AT or Above Grade Level on the Total CATS compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

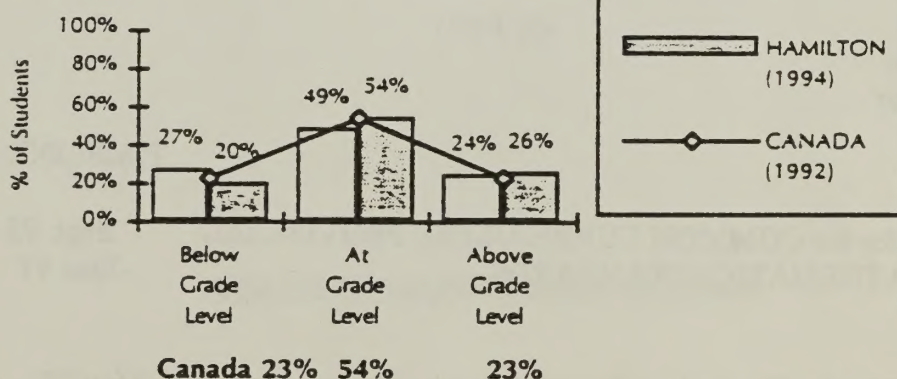
Reading Total



Summary Statement:

In our school, 72% of our Grade 3 students scored AT or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.

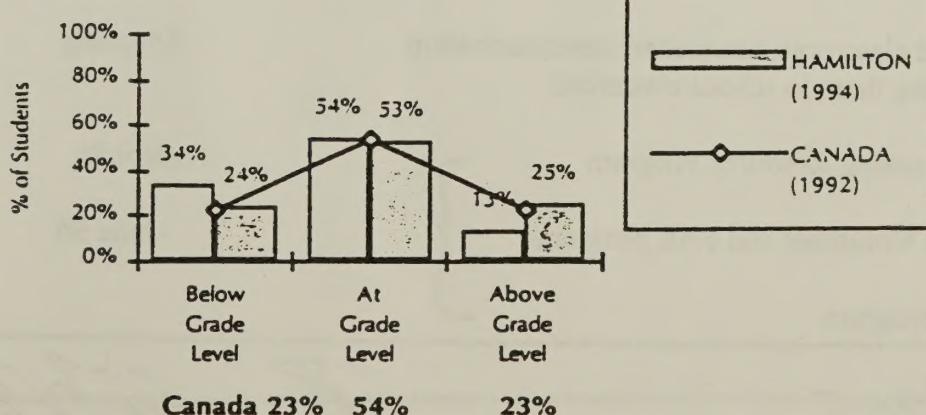
Language Total



Summary Statement:

In our school, 73% of our Grade 3 students scored AT or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school, 67% of our Grade 3 students scored AT or Above Grade Level on the Mathematics Total compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The Cat/2 is just one method of collecting data which contributes to the teachers' ongoing assessment and evaluation of student progress for refinement of program and improvement of student learning. It tests paper and pencil tasks by providing students with multiple choice answers that must be answered within a time limit. The language objectives of the CAT reflect a limited portion of our language curriculum. Skills and desirable workforce characteristics such as: life long learning, attitude, work habits, perseverance, motivation, and creative thinking (see Common Curriculum) are not addressed. The primary children at Vern Ames have had limited exposure to testing situations. This is not a routine method used for evaluation or assessing our primary students. Many of the children expressed great discomfort during the test situation. Teachers routinely collect data about the students from a variety of other sources such as: daily work, check-list, oral responses, student self evaluation, experiments, projects, and quizzes. These methods are much less traumatic for primary children. Despite the previous concerns about the CAT/2 the Vern Ames students did show outstanding strengths in a number of the subtests in math. 78% of our students were competent or proficient with data interpretation. 81% of Vern Ames students were competent or proficient with number theory. 83% of the students were competent or proficient at logical reasoning and geometry.

School Planning Response

* AREAS OF FOCUS

- reading comprehension
- language mechanics
- mathematics computation
- evaluation and assessment

*PROCESS

TIMELINE

-implementation plan for the COMMON CURRICULUM, PROVINCIAL LANGUAGE and MATHEMATICS STANDARDS (school plan)

Sept. 95
-June 97

-monthly Primary and Junior Curriculum Team meetings

May 95-
June 96

-Parents' Curriculum Night , presenting storefronts "How Parents can Help their Child at Home"

Oct. 95

-school newsletter and classroom newsletters communicating with parents and linking them to school/classroom

Ongoing

-continue full time Learning Resource Program

Sept.95

-continue and expand Volunteer and PAL programs

-June 96

-continue with ESL program

May 4, 1995
date

Brenda Wolnuk
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

VISCOUNT MONTGOMERY SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Viscount Montgomery Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The Viscount Montgomery School community is a mix of single family homes and apartment buildings. While our students do not need an ESL program, in a significant number of homes a language other than English is also used. The community as well would be predominately "blue-collar", and in the most recent census, slightly above average unemployment rate.

PARTICIPANTS

Number of students ENROLLED in Grade 3 30

Number of students for whom part or all of the test was INVALID*: 0

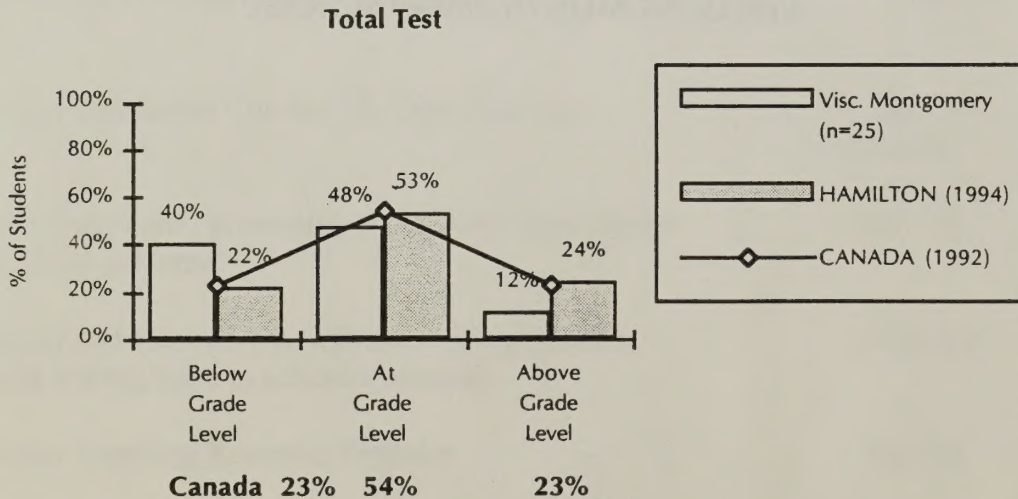
Number of students ABSENT for part or all of test: 5

Number of students COMPLETING entire test: 25

General Comments on students and the testing process:

At Viscount Montgomery School **all** students, including those with known problems and already receiving remediation, were tested.

GRADE 3 TEST RESULTS

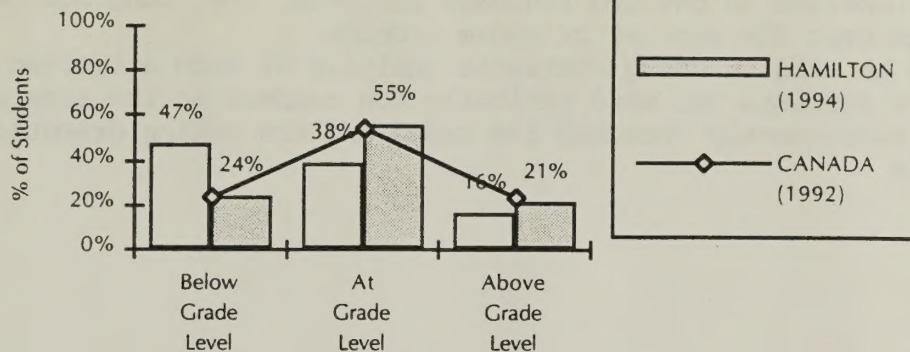


Summary Statement: In our school 60% of our Grade 3 students scored at or above grade level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

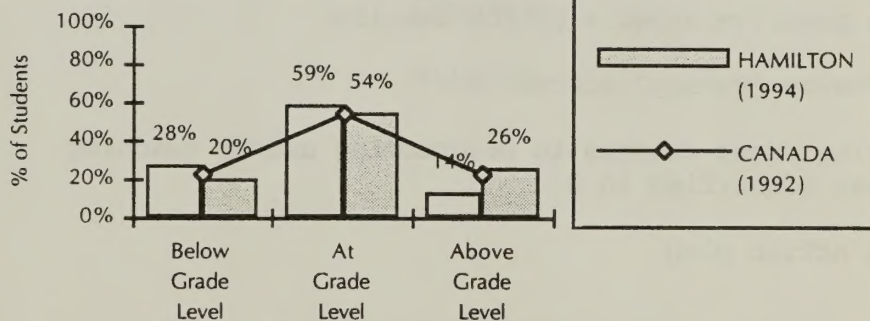
Reading Total



Canada 23% 54% 23%

Summary Statement: In our school 54% of our Grade 3 students scored at or above grade level on Reading compared to 76% across Hamilton and 77% nationally.

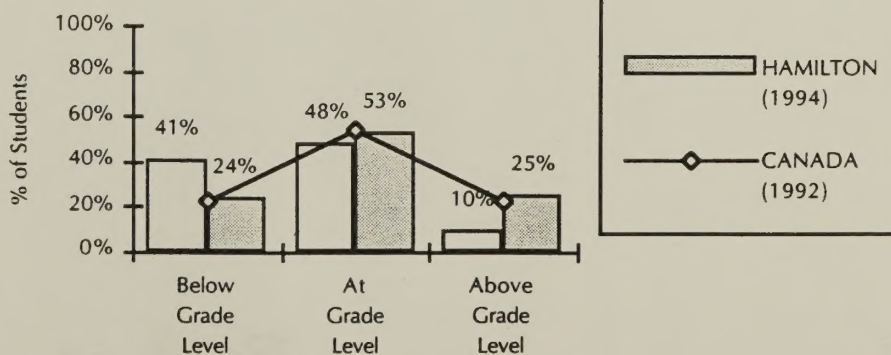
Language Total



Canada 23% 54% 23%

Summary Statement: In our school 73% of our Grade 3 students scored at or above grade level on Language compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school 58% of our Grade 3 students scored at or above grade level on Mathematics compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

A significantly lower test result in word analysis lead to a depressed overall reading score. Reading words and sentences in context and reading for understanding were relative strengths. In the spelling section of the test 70% of the sample were at or above average. Likewise in the two language subtests, i.e. Language Mechanics and Language Expression over 70% were at or above average.

Caution must always be used in doing statistic analysis of such a limited sample. i.e. 25 students. Five students who were basically non readers at the time of the test in the fall have subsequently "cracked the code" and are making dramatic gains in their reading skills

SCHOOL PLANNING RESPONSE

During our year end review, the staff at Viscount Montgomery School will be reviewing the C.A.T. scores with a view to developing a plan which will include:

- a) a celebration of the positive aspects of the results
- b) an analysis of the "Below Average" scores
- c) an action plan to bring about changes in programming and/or teaching strategie in the areas identified in b).
- d) communication of the action plan

Date

May 3, 1995

Principal

B. Castle

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

VISCOUNT MONTGOMERY SCHOOL

- 367 -

**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

Viscount Montgomery Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The Viscount Montgomery School community is a mix of single family homes and apartment buildings. While our students do not need an ESL program, in a significant number of homes a language other than English is also used. The community as well would be predominately "blue-collar", and in the most recent census, slightly above average unemployment rate.

PARTICIPANTS

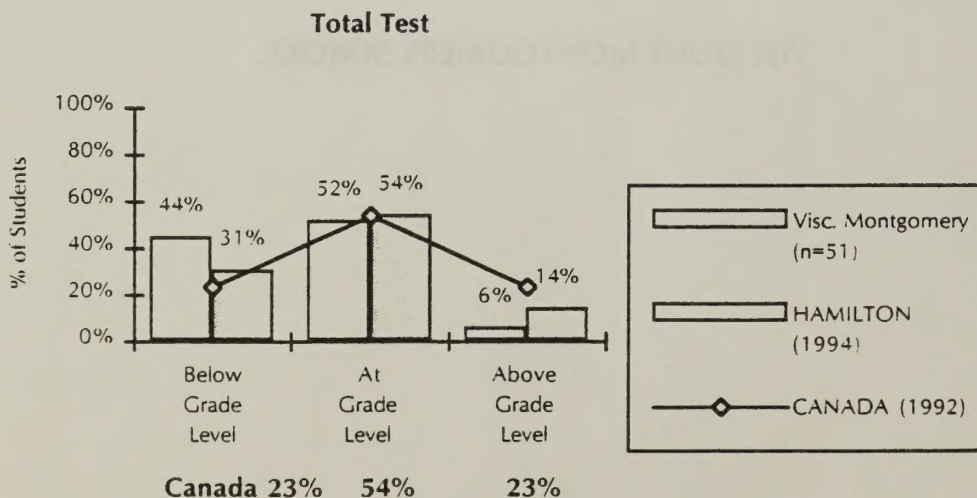
Number of students ENROLLED in Grade 6 66

Number of students for whom part or all of the test was INVALID*: 1	Number of students ABSENT for part or all of test: 14	Number of students COMPLETING entire test: 51
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General Comments on students and the testing process:

At Viscount Montgomery School **all** students, including those with known problems and already receiving remediation, were tested.

GRADE 6 TEST RESULTS

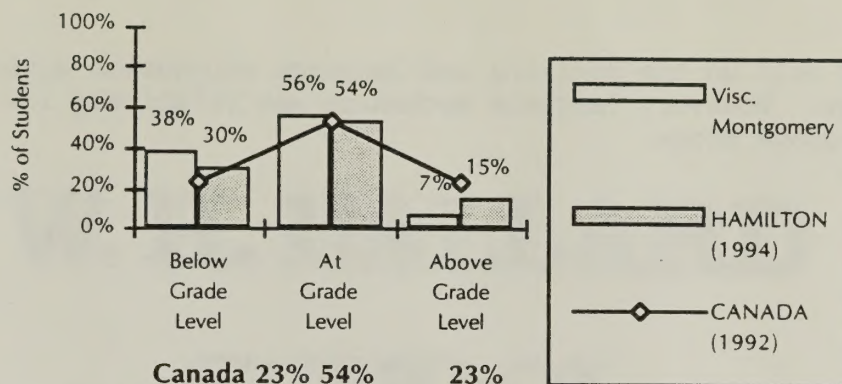


Summary Statement: In our school 58% of our Grade 6 students scored at or above grade level on the Total Test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

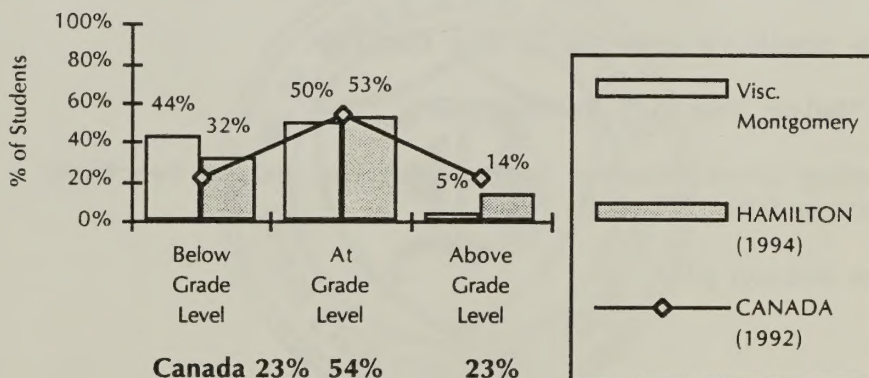
GRADE 6 TEST RESULTS

Reading Total



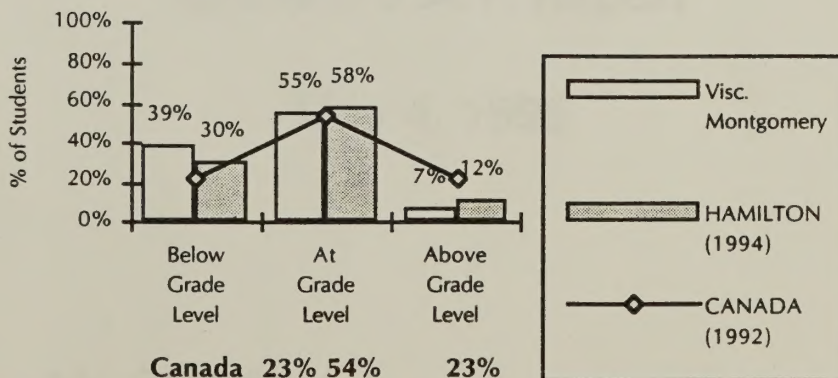
Summary Statement: In our school 63% of our Grade 6 students scored at or above grade level on Reading compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: In our school 55% of our Grade 6 students scored at or above grade level on Language compared to 70% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school 62% of our Grade 6 students scored at or above grade level on Mathematics compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Of the reading subtests, comprehension scores were relatively lower resulting in overall lower reading scores. The Vocabulary section was higher with 66% at or above average.

Our students scored well on the spelling and language expression subtests i.e. over 70% at or above average. However, language mechanics was relatively low resulting in a depressed overall language score.

SCHOOL PLANNING RESPONSE

During our year end review, the staff at Viscount Montgomery School will be reviewing the C.A.T. scores with a view to developing a plan which will include:

- a) a celebration of the positive aspects of the results
- b) an analysis of the "Below Average" scores
- c) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in b).
- d) communication of the action plan

Date

May 3, 1995

Principal

B.C. Castle

W. H. BALLARD SCHOOL



Grade 3 C.A.T. Report

May 4, 1995

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

W. H. Ballard Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- . Mixed community that is in transition
- . Overwhelmingly English is the first language
- . Area has been hard hit by recession - unemployment, higher incidence of single parent - increased transient nature of our population
- . J.K. - Gr. 8 school - 766 students

PARTICIPANTS

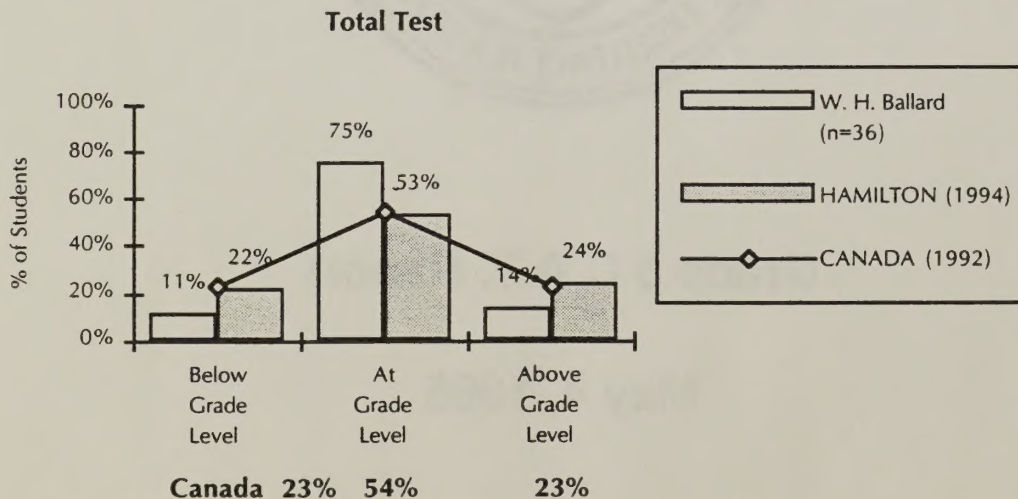
Number of students ENROLLED in Grade 3 57

Number of students for whom part or all of the test was INVALID*: 11	Number of students ABSENT for part or all of test: 10	Number of students COMPLETING entire test: 36
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General Comments on students and the testing process:

- . 35% (28/57) referred to DART team for academic or behavioural concerns
- . no students deemed exceptional, however, 5 are in the process
- . 10 students currently receiving regular support from LRT/Volunteer/Co-Op student
- . 1 student only recommended further testing for giftedness

GRADE 3 TEST RESULTS

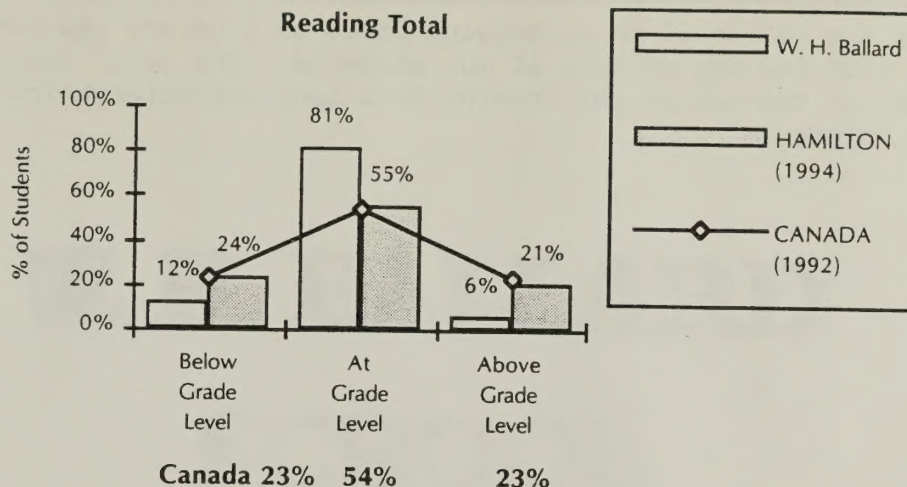


Summary Statement:

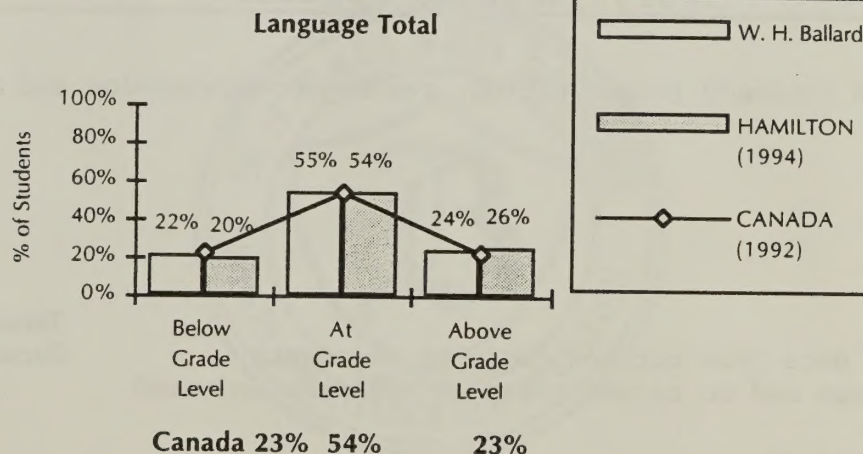
At Ballard, 89% of Grade 3 students scored at or above grade level on the total test results compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

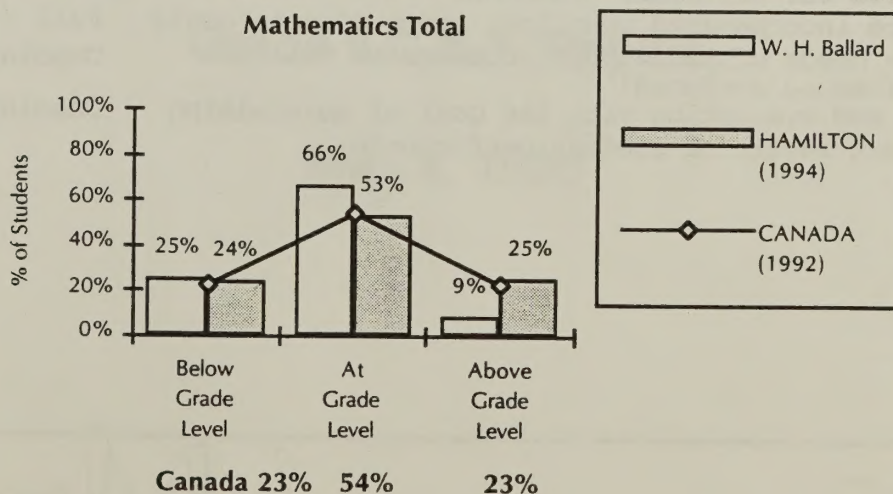
GRADE 3 TEST RESULTS



Summary Statement: At Ballard, 87% of Grade 3 students scored at or above grade level on the reading test compared to 76% across Hamilton and 77% nationally.



Summary Statement: At Ballard, 79% of Grade 3 students scored at or above grade level on the language test compared to 80% across Hamilton and 77% nationally.



Summary Statement: At Ballard, 75% of Grade 3 students scored at or above grade level on the mathematics test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The grade 3 results are reflected on an ongoing focus on literacy and numeracy and are consistent with the day efforts of our students. The total language program is reflected of the use of the Growing Into Language/Celebrating Language and Spelling Sense documents

School Planning Response

• Area(s) of Focus:

A continuing focus on literacy (i.e. writing, reading comprehension and spelling) and numeracy.

• Process:

- | | |
|--|-----------------------------|
| . critically analyze data from current tests to celebrate strengths and success and to target areas of weakness and need | Timeline
June/Sept./Oct. |
| . C.A.T. results | |
| . teacher observations | |
| . parental information | |
| . Define program goals and objectives in relation to provincially set Learning Outcomes and our own board documents | Fall ; |
| . develop skills to be incorporated into long range program goals | Fall / Winter |
| . program to meet the needs of individual students as well as classes (i.e. modified → enriched) | Ongoing |
| . ongoing assessment and evaluation with the goal of maintaining and improving current levels of student performance | Ongoing |

May 4 / 95
date

J. D. Deventy
principal's signature

W. H. BALLARD

SCHOOL



Grade 6 C.A.T. Report

May 4, 1995

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**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

W. H. Ballard Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- . Mixed community that is in transition
- . broad socio-economic range
- . area hard hit by recession - unemployment, higher incidence of single parent families, increased transient nature of our population
- . JK - Gr. 8 school - 766 students
- . Gr. 6 population is comprised of approx. 50% students from Ballard as well 50% from feeder schools (3 are designated compensatory Ed. schools)
- . 38% of students are receiving L.R.T. support.
- . nearly 35% are in the D.A.R.T. process
- . 10% have already repeated a grade

PARTICIPANTS

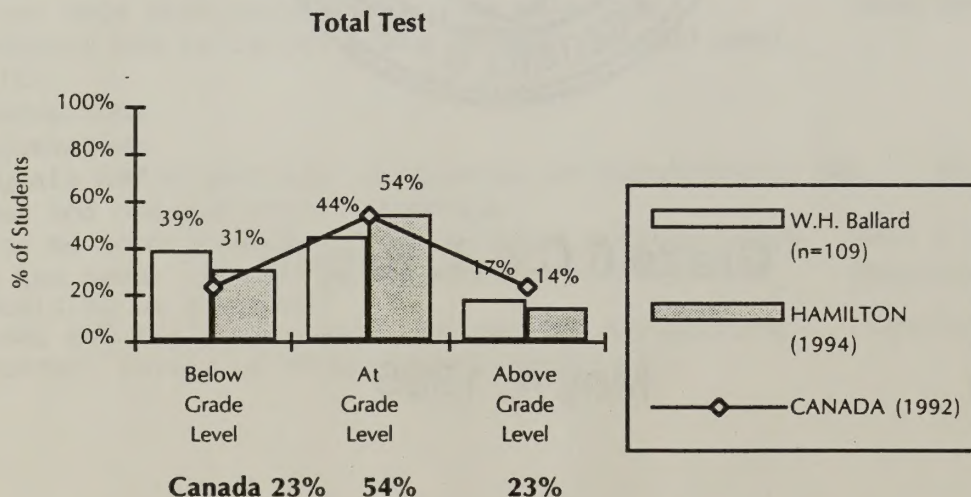
Number of students ENROLLED in Grade 6 108 & 16 (exceptional)

Number of students for whom part or all of the test was INVALID*: 9	Number of students ABSENT for part or all of test: 6	Number of students COMPLETING entire test: 109
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General Comments on students and the testing process:

- . although test sessions were spaced over a week - fear/despair/apathy were noted especially in those students at the lower end
- . current teaching strategies encourage co-operative learning, peer support, group work and as the testing environment is foreign to what students are used to.

GRADE 6 TEST RESULTS

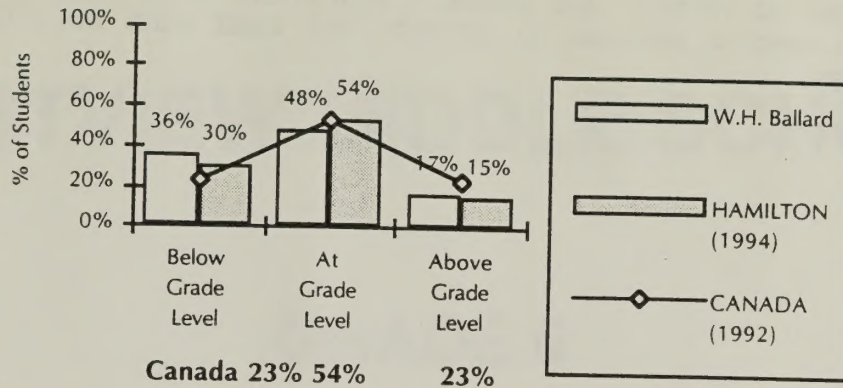


Summary Statement: At Ballard, 61% of Grade 6 students scored at or above Grade level on the total test results compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

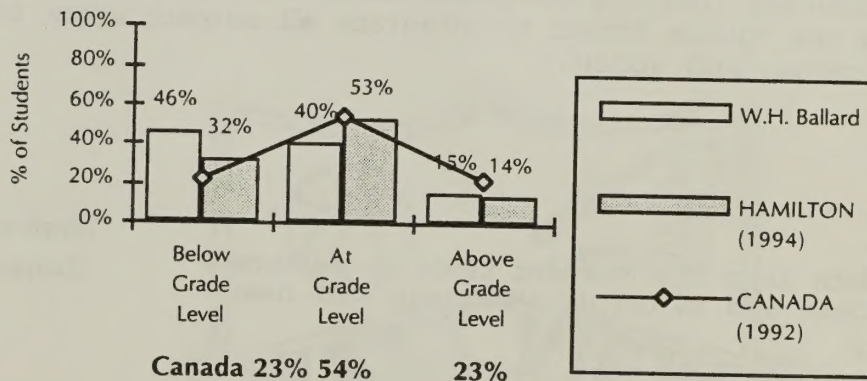
GRADE 6 TEST RESULTS

Reading Total



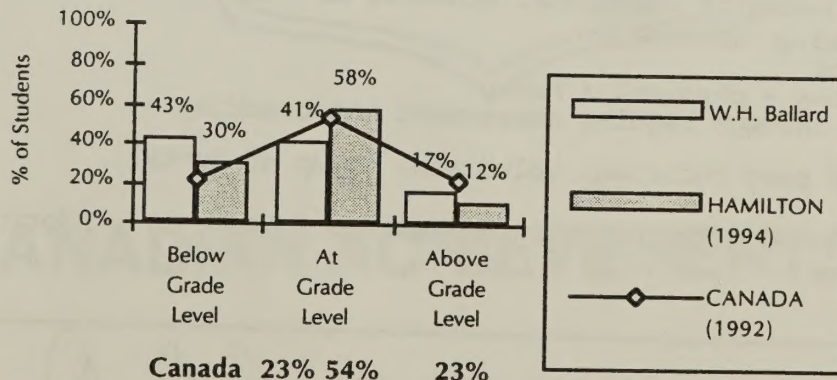
Summary Statement: At Ballard, 65% of Grade 6 students scored at or above grade level on the reading test compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: At Ballard, 55% of Grade 6 students scored at or above grade level on the language test compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: At Ballard, 58% of Grade 6 students scored at or above grade level on the mathematics test compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The results are reflected of the changing demography of the Ballard community. Nearly 40% of the grade students have already experienced or are experiencing academic difficulties. Generally reading and writing skills are not habitually practiced or reinforced at home. All grade 6 students, regardless of weaknesses, were included in the testing process to provide the staff with more information for planning purposes.

School Planning Response

- Area(s) of Focus:

Heightened focus on literacy (reading comprehension, writing and spelling)
co-ordinated effort in the Middle School to integrate all subject areas to provide
a team focus for awareness and action.

- Process:

- . critically analyze data from the current tests to celebrate strengths and success and to target weakness and need
 - . C.A.T. results
 - . teacher observations
 - . parental information
 - . feeder schools.
- . cross reference with Common Curriculum learning outcomes to define program goals and objectives.
- . ongoing teacher awareness and inservice to plan program delivery based on the assessment
- . programs to meet the needs of individual students as well as classes (i.e. modified → enriched)
 - . teacher inservice
 - . adequate resources - physical / human
 - . ongoing support through regular assessment and tracking - DART/LRT
 - . increased use of peer tutoring, volunteer, co-op students, reading buddies
- . reassess refined programs with the goal of improved levels of student performance

Timeline

June/Sept/Oct.

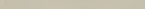
Ongoing

Ongoing

Fall/Winter

Spring

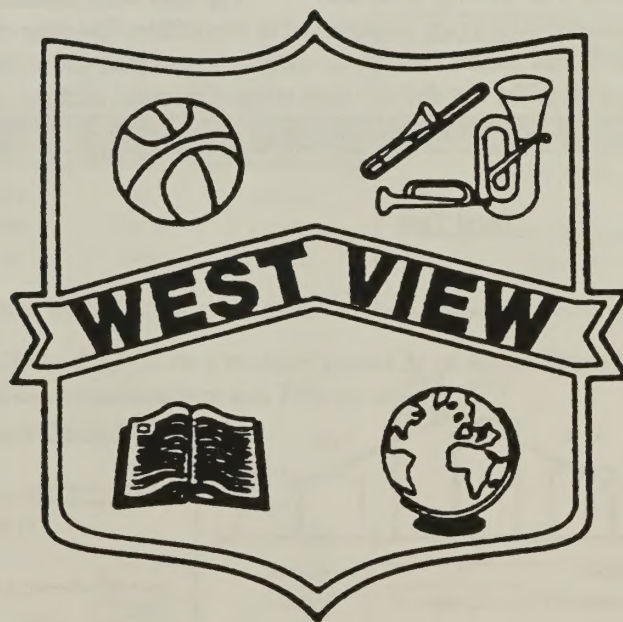
May 4 / 95
date


principal's signature

WESTVIEW MIDDLE SCHOOL

GRADE 6

1994 - 95



CANADIAN ACHIEVEMENT TEST

(2ND EDITION)

Canadian Achievement Tests (2nd Edition) Grade 6, 1994-95

Westview Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Westview Middle School is situated on the west mountain between West 5th and Garth and Mohawk and Limeridge. The 348 students consist of 91 grade 6 students, 103 grade 7 students, 86 grade 8 students, 49 self-contained gifted students, 15 self-contained SLD students and 4 self-contained Autistic students. The catchment area for Westview School includes all residences between Upper James and Garth from the brow to the city limits south of Rymal Road. Within the catchment area 38 students are bussed from the area south of Stonechurch Road. The five Special Education classes draw students from across the mountain. The community has traditionally been a stable community with a 5% mobility factor compared to the 10% city factor. Over the past few years there appears to be an increase in the mobility of families to the west of the school and an increased number of students whose first language is other than English. The recently formed Parents' Group actively supports school and community programs.

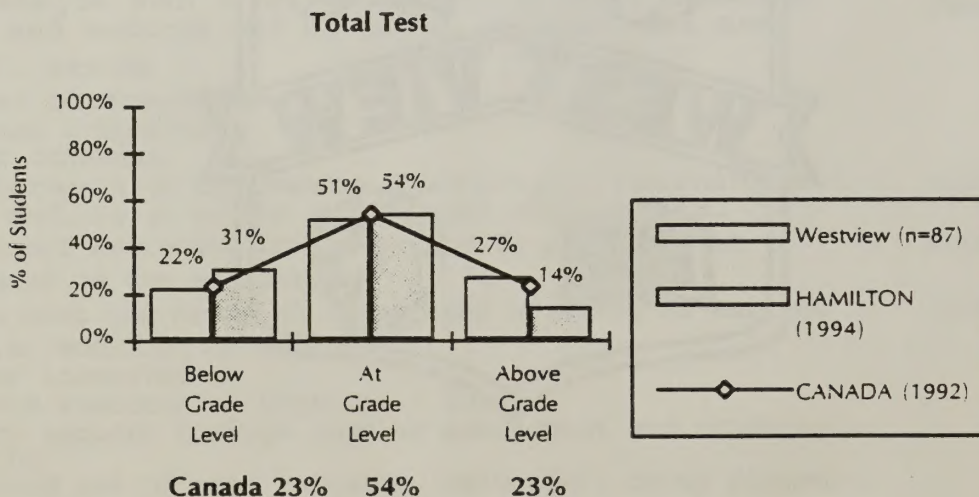
PARTICIPANTS

Number of students ENROLLED in Grade 6 108

Number of students for whom part or all of the test was INVALID*: <u>2</u>	Number of students ABSENT for part or all of test: <u>19</u>	Number of students COMPLETING entire test: <u>87</u>
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General Comments on students and the testing process: The tests were administered during English and math periods on a rotary timetable. It was completed over a two week period in November. The time of day varied for each testing session, according to the timetable. All ESL and Special Education students were tested due to the diagnostic value of the test. Numerous students were absent for part or all of the test due to a high number seasonal illness.

GRADE 6 TEST RESULTS



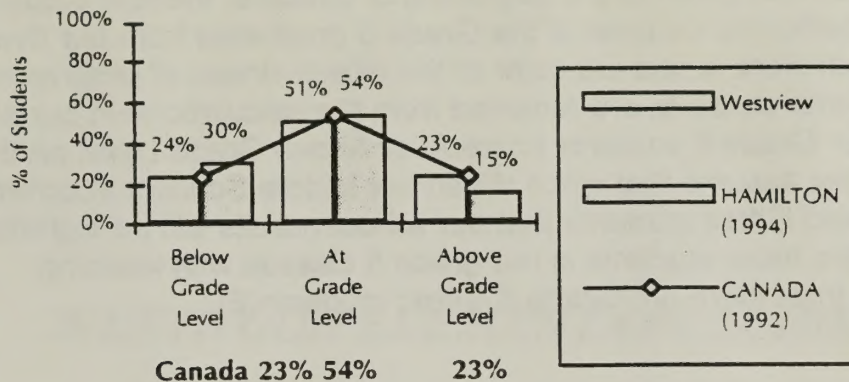
Summary Statement:

In our school, 78% of our Grade 6 students scored At or Above Grade Level on the Total test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

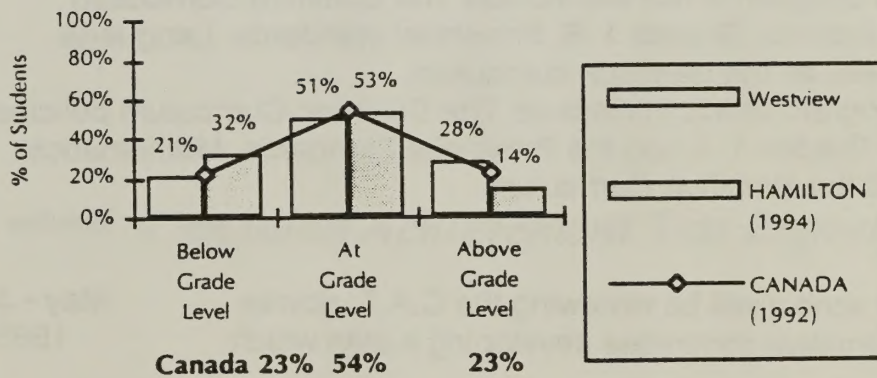
Reading Total



Summary Statement:

In our school, 74% of our Grade 6 students scored At or Above Grade Level on the Reading Total compared to 69% across Hamilton and 77% nationally.

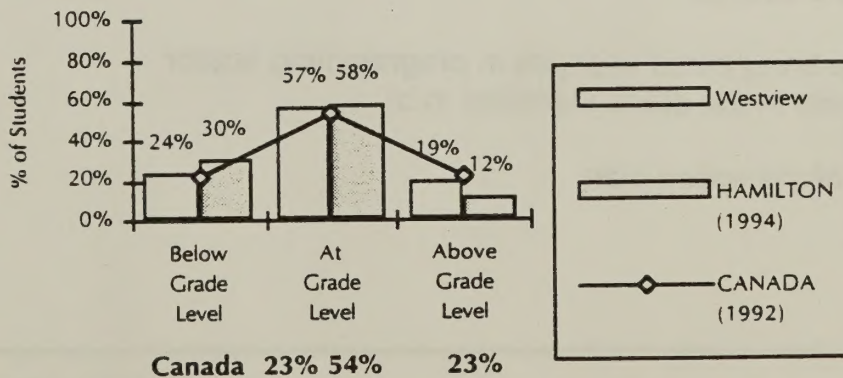
Language Total



Summary Statement:

In our school, 79% of our Grade 6 students scored At or Above Grade Level on the Language Total compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school, 76% of our Grade 6 students scored At or Above Grade Level on the Mathematics Total compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Because the test was given at the beginning of Grade 6, the test actually measures the performance level of the Grade 5 graduates from our five feeder schools, and therefore is one indicator of the effectiveness of programs in JK to 5. If all exceptional students are removed from the calculations in our school results, 82% our Grade 6 students score At or Above Grade Level on the Total Test. People may assume that since Westview Middle Schools accommodates the self-contained Gifted students that our school results will be significantly higher. There are more students in our grade 6 classes with learning disabilities(12) than there are Grade 6 Gifted students(8).

School Planning Response

- Area(s) of Focus:

- a) Total Language program which will include The Common Curriculum Policies and Outcomes, Grades 1 -9, Provincial standards, Language Grades 1 -9 as well as the Hamilton curriculum.
- b). Mathematics program which will include The Common Curriculum policies and Outcomes, Grades 1 -9 and the Provincial Standards, Mathematics Grades 1 -9 and the Hamilton Curriculum.

- Process:

Timeline

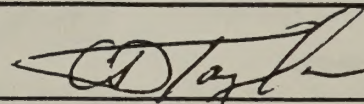
The staff at Westview school will be reviewing the C.A.T. scores and through a representative committee developing a plan which will include:

May - June
1995

- a) a celebration of the positive aspects of the results
- b) an analysis of the scores
- c) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in b)
- d) communication of the action plan

1995 05 05

date



principal's signature

WESTWOOD ELEMENTARY SCHOOL

Canadian Achievement Test Report

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Westwood Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Westwood School has about 400 students in Junior Kindergarten through to Grade Five, with three Special Education Classes (namely, Gifted Grades 4/5 and two Autistic classes). Six to eight years ago the majority of the students who attended Westwood School came from: single detached homes, one or both parents were employed and both parents resided in the home with the child(ren). Most students would have attended only Westwood School from Junior Kindergarten to Grade 5. During the past four years school staff (teachers, secretary, lunchroom supervisors) many of whom live in the extended neighbourhood have noticed a significant change in the make-up of the community. Some of the changes are: 1) increased unemployment among the parents, 2) decreased number of students living in single detached homes, (continued over)

PARTICIPANTS

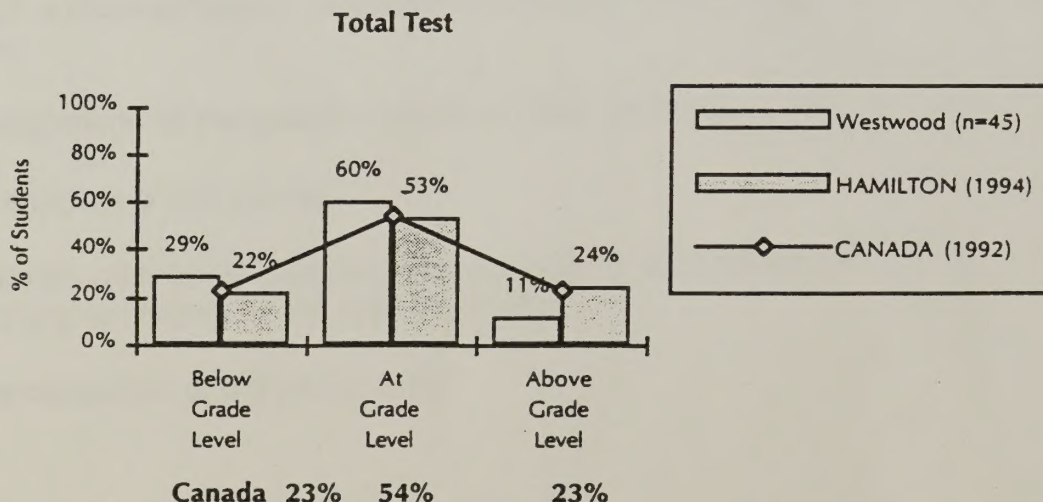
Number of students ENROLLED in Grade 3 57

Number of students for whom part or all of the test was INVALID*: <u>2</u>	Number of students ABSENT for part or all of test: <u>10</u>	Number of students COMPLETING entire test: <u>45</u>
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General Comments on students and the testing process:

One grade three teacher administered the test to her class. A second grade three teacher administered the test to her class and the students from a third class (an additional seven students).

GRADE 3 TEST RESULTS



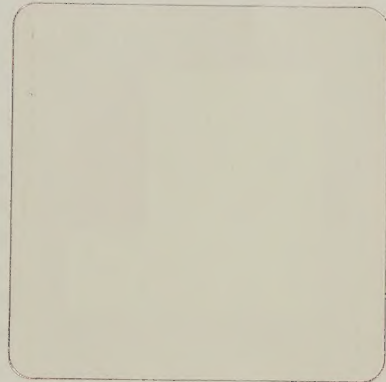
Summary Statement:

In our school 71% of our Grade 3 students scored At or Above Grade Level on the Total Test as compared to 77% across Hamilton and 77% nationally.

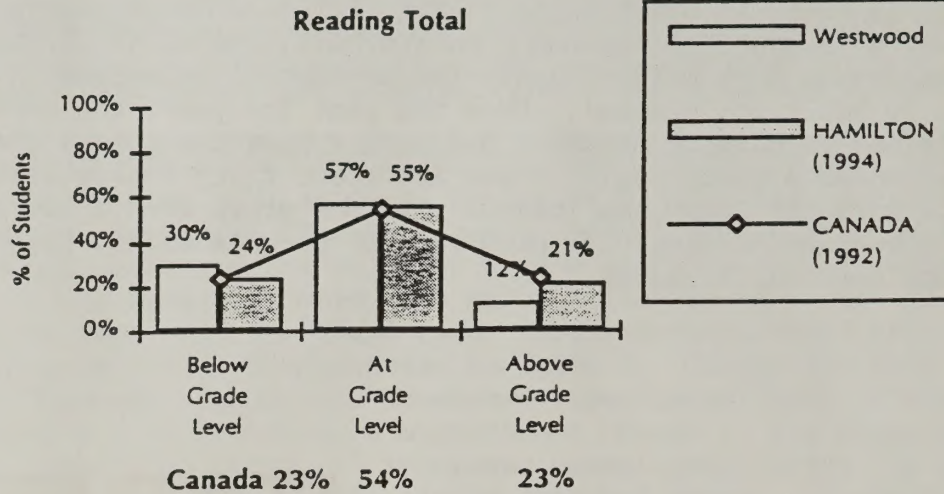
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

NATURE OF THE SCHOOL AND COMMUNITY continued

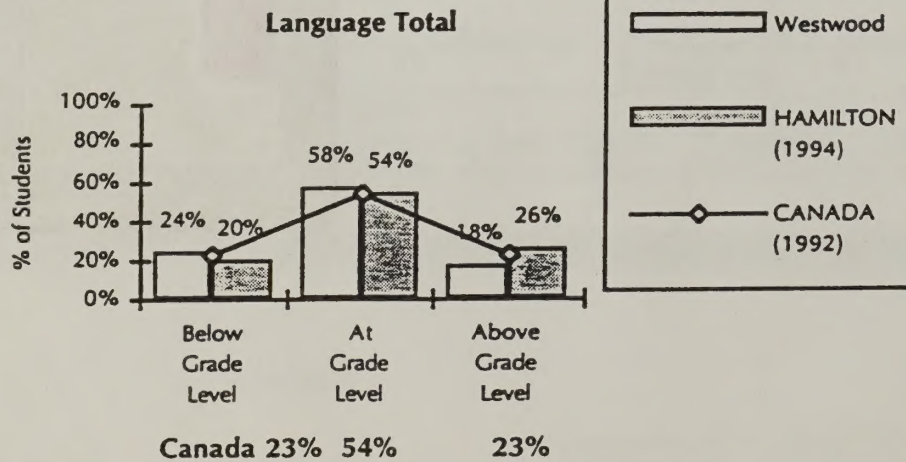
3) greater mobility of the students (students are registered at Westwood after having attended numerous schools in and outside the city of Hamilton), 4) increased number of students living in subsidized housing, 5) greater number of students living with only one parent and 6) slightly increased number of E.S.L. students. Prior to September 1992, there had been little direct involvement of parents in the school (there were about 20 adult volunteers). Over the past few years the membership of the staff has remained relatively stable. During the past two years, the involvement of parents has increased a great deal. There are about fifty active adult volunteers and a very dynamic Parents' Group has formed. The new group does a lot of fundraising and organizes very worthwhile inservice programs for parents around important educational, safety and health issues.



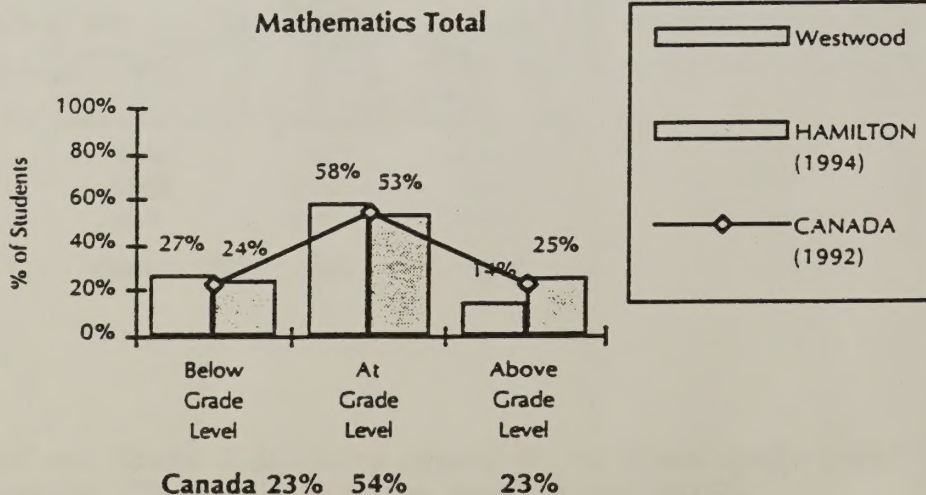
GRADE 3 TEST RESULTS



Summary Statement: In our school 69% of our Grade 3 students scored At or Above Grade Level on the Reading Total as compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school 76% of our Grade 3 students scored At or Above Grade Level on the Language Total as compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school 72% of our Grade 3 students scored At or Above Grade Level on the Mathematics Total as compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

During the past two years, the Westwood Staff have recognized a change in the overall growth of the students' academic skills. Two areas, where the staff have concerns, are language (reading in particular) and mathematics. Overall the test results (C.A.T.) validate teacher observations, the quality of work samples and classroom test results. The language program at Westwood School embraced the Whole Language Philosophy. Teachers have increased skill based learning in their classroom but teachers also believe further emphasis on basic skills in the language program are necessary. It is quite apparent that the composition of the student population has changed significantly. A greater number of our students are being identified early in the Primary Division with: Attention Deficit Disorder (nineteen of our students are on medication), learning difficulties, and speech and language needs. Many students in the community are not receiving the same quality of language stimulation that their counterparts of ten years ago had experienced. An increased proportion of the Westwood Students are not exposed to the world of books before attending school. In general, greater responsibility for introducing the world of books and language, to students is being given to the Primary Division Teachers. Understandably, many parents have reported to staff (continued over)

School Planning Response

• Area(s) of Focus:

Developing the Reading and Mathematics Skills of the Westwood Students has continued to be a high priority of the staff. One of the major focuses in the school for 1995-96 is Reading. While specific programs, techniques and strategies have been implemented during 1994-95, it took a team of several teachers about seven months to develop a comprehensive plan to address the reading concerns. It seems that our energy and expertise as a staff must be directed towards improved classroom instruction and increased involvement of parents in their child's academic growth and education. The students with the ability to test "Above Grade Level" should be encouraged and given specific classroom instruction to help them increase their academic achievement. The following strategies are being implemented now for the 1995-96 school year:

- 1) the Primary Division Staff are investigating the purchase of reading materials at the primary level that are skill based
- 2) the Learning Resource Teacher will devote the majority of her individual and group assistance to students that are in Senior Kindergarten to Grade 3
- 3) the students will be grouped according to their needs in language at least two times a week (a minimum of 30 minutes each time)
- 4) the Junior Division Teachers will assist the Primary Division Teachers and the Learning Resource Teacher by working directly with students in the Primary Division who have specific difficulties in language
- 5) the Westwood Staff will continue to present parent workshops that will encourage parents to make a difference in their child's education. Some of these workshops will be offered in the evening and some will be offered during the school day.
- 6) the Westwood Staff are going to investigate and implement a wide variety of assessment and evaluation tools in reading. The staff will share their findings and develop a school wide approach to assessment and evaluation (continued over)

May 5/95
date

H. B. Kuhn
principal's signature

SCHOOL INTERPRETATION: RESULTS IN CONTEXT continued

during conferences and meetings that they lack the confidence to help their children at home because of the difficulties that they themselves had experienced in their schooling. The system that these parents were educated in was much less student centered than the one that is offered to students today. The ability for many of our students' parents to get involved in their child's education is made more difficult when they are raising several children on their own. Research shows that parent involvement in their child's education is one of the main keys to academic success.

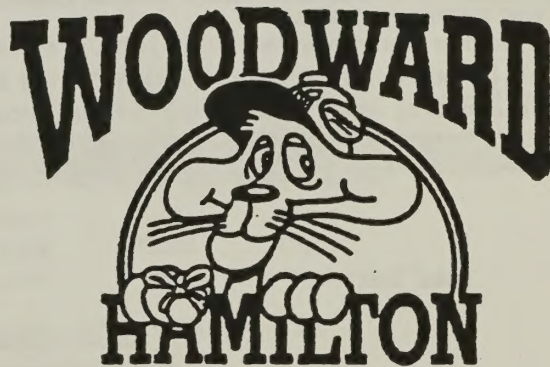
SCHOOL PLANNING RESPONSE continued

During the month of May the Westwood Staff will be reviewing the C.A.T.scores and through a representative committee will be developing a plan to address the mathematics concerns:

- a) an analysis of the "Below Average" scores
- b) an action plan to bring about changes in programming and/or teaching strategies in the areas identified in a)
- c) communication of the action plan.

WOODWARD AVENUE

SCHOOL



BELIEVE IN YOURSELF

AND YOU WILL SUCCEED

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Woodward Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The following characteristics highlight the nature of our school and community:

- * Students live in the Woodward and Beach Strip communities
- * The school experiences few transfers in or out
- * School programs include: daily USSR (school wide), home reading program, challenge centre, bookworm club -- school wide recognition of total books read, Second-Step social skills
- * School use of co-op students from Mohawk College and Sir Winston Churchill Secondary School
- * Partnerships with the Beach Strip/Woodward Community Council and Lakeland Community Centre
- * Active Parent Advisory Committee that provides a good group of volunteers

PARTICIPANTS

Number of students ENROLLED in Grade 3 39

Number of students for whom part or all of the test was INVALID*: 0

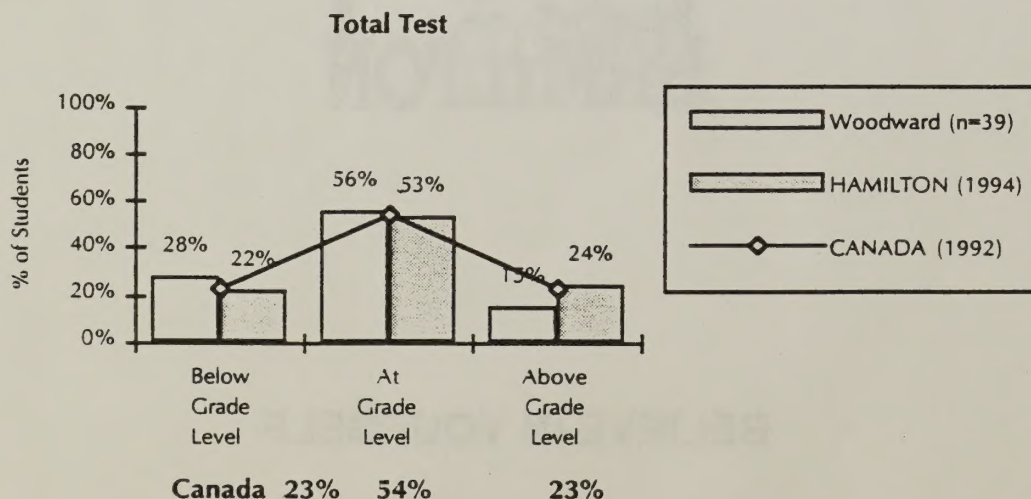
Number of students ABSENT for part or all of test: 0

Number of students COMPLETING entire test: 39

General Comments on students and the testing process:

The administration of testing was done by the classroom teachers. The grade 2/3 class has 12 grade 3 students of whom 10 receive remedial assistance. One student was identified SLD-SC in 1995. The grade 3 class has 26 students of whom 6 receive remedial assistance. No concerns arose during the testing process.

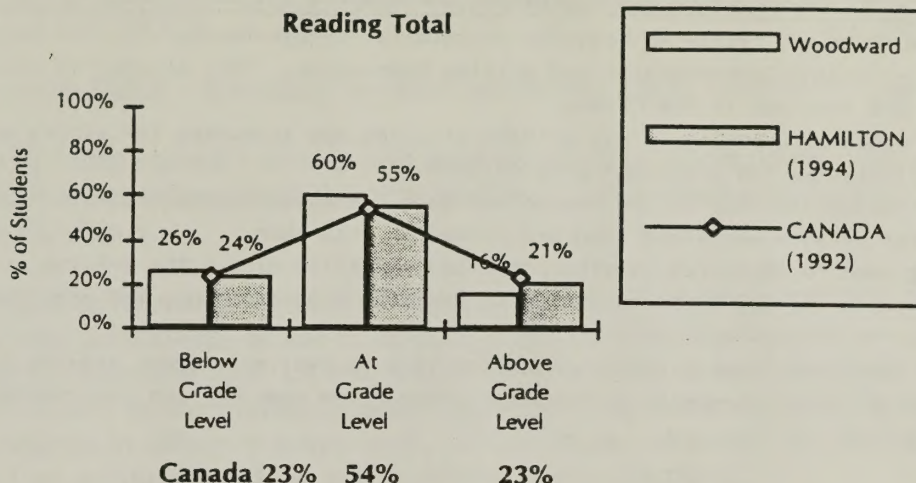
GRADE 3 TEST RESULTS



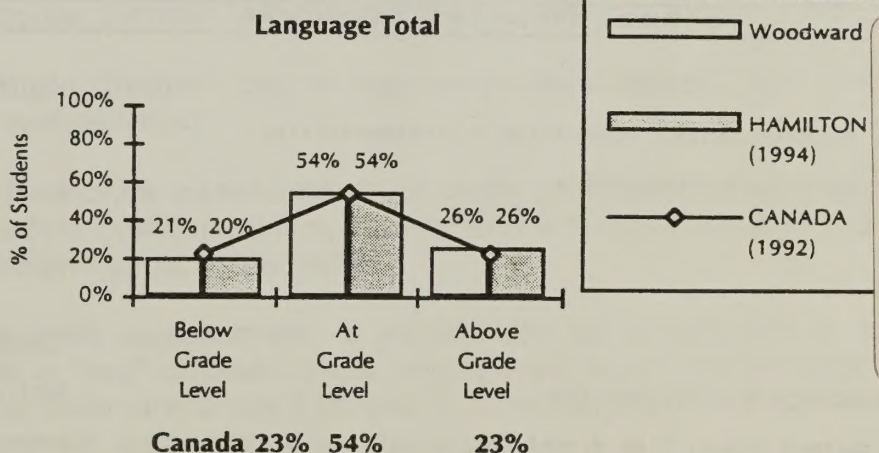
Summary Statement: In our school 71% of our grade 3 students scored at or above grade level on the total compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

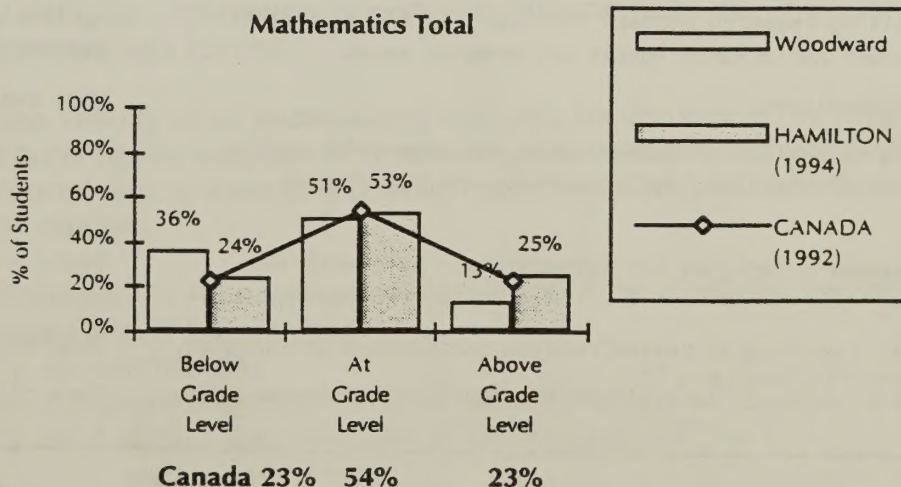
GRADE 3 TEST RESULTS



Summary Statement: In our school 76% of our grade 3 students scored at or above grade level on the Reading compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school 80% of our grade 3 students scored at or above grade level on the Language compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school 64% of our grade 3 students scored at or above grade level on the Math compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

- * 43% of the grade 3 students are receiving remedial assistance through the L.R.T. The major support is in the area of Language - Reading Comprehension and Written Expression. This cluster of students also scored in the 1st to 3rd stanines in the Ravens.
- * An emphasis on word recognition skills in the primary division has accounted for strong scores in the word analysis area. This indicates the programming is effective.
- * The emphasis on word recognition may be the reason for more depressed scores in areas that deal with words in context. A need for balance was identified and worked on this year.
- * There is a continuing need to emphasize editing/proofreading skills within the writing process.
- * Strong results in concepts and applications indicates that our program covers the spectrum of numeration/measurement/geometry/problem-solving.
- * Computational skills are weaker than C. & A. No explanation is available other than to further emphasize estimation, patterns, manipulative use in determining place value meaning, and computation within problem-solving.

School Planning Response

• Area(s) of Focus:

- 1) Developing math skills - number sense - numeration - problem-solving
- 2) Further development of spelling/writing skills

• Process:

- * Staff awareness and discussion of CAT/2 Results
- * Staff consideration of current School Plan directions in math and language with an appropriate revision by means of a needs assessment based on the Common Curriculum Provincial Standards in math and language. The focus to be on writing/spelling skills and math computational skills.
- * Continue the writing/spelling research project that is piloting a specific instrument to assess student performance levels and program needs.
- * Implement new Pr/Jr Math Continuum
- * Introduction of divisional planning for number sense and numeration skills using the grade 3 outcomes as the basis for direction - review student performance.
- * Use of performance assessment strategies for mathematics - as identified in Provincial Standards.
- * Communication by means of a meeting to review results and discuss action plan. - parents, community, and staff
- * Ongoing progress reports by means of newsletters & parent information meetings.

Timeline

April 1995

June - Sept. 1995

April - June 1995
Sept. - Dec. 1995

When available

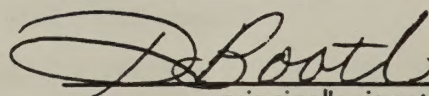
Sept. - June 1995

Sept. - June 1995 - '96

June/Sept. 1995

Nov. - June 1995 - '96

May 3/95
date


principal's signature

APPENDIX E: Glossary

1. **Standardized** - standard content administered in consistent fashion.
2. **Norm-referenced** - scores are compared to a "norm group" to determine relative level of performance. Test is necessarily also standardized.
3. **Criterion/Standards-referenced** - scores are compared to a pre-set criterion (standard) or set of criteria to determine absolute level of performance. Lately, this is also referred to as standards-referenced or standards-based. Students may demonstrate attainment of standards in different ways (e.g., written essay, dramatic performance, etc.) so administration is not necessarily standardized.
4. **Mastery test** - a criterion referenced test with a specific criterion/standard set to denote mastery of skills to a particular level for a particular purpose (often 80%).
5. **Multiple Choice** - may or may not be standardized. May or may not be norm-referenced.
6. **Performance assessment** - students perform actual tasks (eg. scientific experimentation, reading and writing) rather than responding to questions about actual tasks.
7. **Authentic assessment** - a generic term for assessment of "real" skills in "real" contexts; some people use it to refer to authentic classroom tasks while others use it to refer to authentic real world applications of classroom tasks.
8. **Validity** - An assessment is valid if it measures what you want it to measure: e.g., if it addresses the goals for learning (expected outcomes). Validity is ...relevance, importance, appropriateness, thoroughness (content and format).

The validity of an assessment can only be determined with reference to the particular purpose for assessing; for example, a multiple choice test cannot validly assess students' narrative writing skills because it involves no writing.

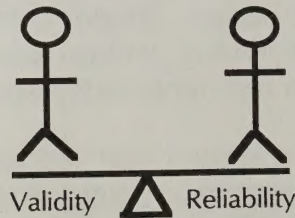
9. **Reliability** - An assessment is reliable if the same (or similar) rating or score would be obtained
 - 1) on another day
 - 2) if assigned by another (trained) person
 - 3) on a similar task intended to test the same thing

An assessment can be highly reliable but have no validity for a particular purpose.

Examples:

Standardized multiple choice-norm-referenced tests are quite reliable, but educators often question their validity, particularly in format and sometimes also content. Limitations apply to use and interpretation.

Performance assessment appears more relevant (valid), but reliability must be established to ensure that it consistently assesses the relevant content and skills.





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